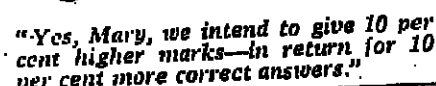


"I hope", the chairman said, "you



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**Across**

1 The ABC of travel (3)  
11 Suggests a chuckle, in the  
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Some of the activities they have organized are: writing for members of staff by pupils; writing for Sheffield's school magazine.

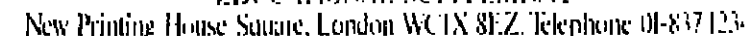
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A tidal wave which took Mr. Vigars into the chair now occupied by Sir Ashley Bramall could make

It could be that Mr Mulley's Bill will have as much of a critical success just as the other has failed, showing the predicted swing against the Government and all the existing tensions will be multiplied. As on top of it all, there will be a present shortage of cash and spending plans for future speculation. The younger men are not to refrain debates even more academic than usual.

The root and branch reformers, might be expected, do not accept the fundamental ethos of the 1911 Act and say that punishment should not be a welfare. They claim that the courts should deal with offenders separately from those offended against. For offenders there would be the full rigours of the law, eliminating if necessary the "custodial" atmosphere of the "care court". They want the area of criminal responsibility raised to 12 and would introduce a minimum age for prosecution of 14 at 2 years. However they would not provide for secure accommodation (and the procedures to fill it) for children under the age of 14 who really are a public menace.

large the probation service to deal with all but most of the young persons who are in custody and unruly. In the form of custody were referred to the care of "probation officers" in the space created by the prison service's overstretch. Furthermore, the case-load of a trained probation counselor would be less than that of providing a custodial place for equivalent numbers, even assuming a restricted case-load to encourage close supervision. It would boldly combine this with a new system of community supervision. Young Persons' system of neighborhood supervision. The greater of adolescent energy could be harnessed from custodial life and directed away from the streets and degradation towards the citizenship of a JP.

They were worried that they had to sell their land at a low value and in the absence of a primary centre in the area, many of the small, scattered villages would be left with no schools. Mr. Adams, who is a member of the Education Committee, said that the Education Act recognised that one of the main sources of the rebuilding and developing of the town was the sales of outstanding land.

Mr. Adams would not be exaggerating if he looked as though it might be the end of the dual system.

He had taken an active part in the campaign to exempt church properties from rates and had been a member of the church council.

The Government's White Paper it is understood, was to have contained a statement saying that a rate support grant for next year would be calculated on the basis of there being no increase in existing local authority staffing levels.

At a meeting on Saturday the executive passed a resolution favoring the anti-inflation package, but which also expressed serious concern about what they called menacing references to public expenditure.

Meanwhile the National Association of Schoolmasters have put down a motion for the TUC conference in September which draws attention to the unfairness of the income tax deal for people on incremental scales.

It is believed that the Government was originally reluctant to grant the exemption because it did not want to give privileged status to wealthy charities like Oxford and Cambridge colleges. Universities and public schools almost all have a charitable status, now standing on the M. benefit.

Mr. Donald Lindley, director of the Independent Schools Information Service, said the decision would be a great help to all independent schools.

Universities were also worried about the bill. In May, Professor Archibald Armitage, chairman of the University Chancellors' committee, wrote to the Government asking for exemption.

They were scared that private

He said that the declining birthrate would give ILEA room to experiment, and to get off the "30-year-old tramline of comprehensive education for all".

## Top people's rise

A row is expected at next week's Greater London council meeting over a rise for the chief officers of the GLC and ILEA.

Dr Eric Brault, the education officer, is the ILEA employee who pushed for the rise, which has come to be close to £3,000 a year, on top of his previous £13,000-£15,000 salary.

Members of the Consultation and Advisory Committee about Dr Brault's rise, which was agreed by a special committee of GLC Labour

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## Poly wins appeal to keep training

Huddersfield Polytechnic is to be allowed to keep its teacher training department after an appeal to Mr Fred Mulley, the Education Secretary.

Officials at the Department of Education had told the polytechnic it would have to give up training prospective school teachers as part of the reorganization of teacher education. Protests were made by the polytechnic and by Kirklees Education Authority at the proposal, which would have meant the dismantling, after five years, of a merger with Ouseley College of Education. Statistics used by the department to justify its proposal were shown to be out of date and incorrect.

Mr Mulley has now called off the closure. He told the authority he would not be justified in pursuing the proposal.

About 300 places for initial and in-service training are to be kept. ● Hereford College of Education is now likely to lose all its teacher training places by 1979. Last Thursday the Hereford and Worcester County Council decided to overturn its education committee's decision to end teacher training at

Shenstone New College, Bromsgrove, and decided to close Hereford. The county will now inform the Department of Education and Science who will make the final decision.

The idea that Hereford should shut originally came from the DES. But it was overruled by Lord Crowther-Hunt, Minister of State for Higher Education, after he had received a delegation from the college.

The county's education sub-committee and education committee had both opposed the original DES suggestion.

● Charlotte Mason College of Education, Ambleside, is to be one of the few small monotechnic colleges to survive reorganization.

The Government has agreed to final plans submitted by Cumbria County Council to keep the college and its 300 places.

In future, strong teacher representation on committees was important, but the interests of society, such as trade unionists and employers, should also be considered. If there was complete teacher control of exams, there would be a danger that the curriculum would become fragmented.

## New exams to reflect curriculum

The new exams being considered by the Schools Council are likely to reflect the curriculum rather than determine it, Mr John Everson, HMI with the Schools Council, said this week.

He told a conference run by Queen Mary's College, Basingstoke, that it was possible to change the structure of exams without changing anything. For this reason the curriculum work that will take place during the development of the proposed exams was vital.

Feasibility studies into a common system of examining at 16-plus had already been carried out for more than a year. The research that preceded the introduction of either the CSE or GCE. But the cost of running the exam would probably not be much more than existing exams. The saving on pupils who were entered for both O level and CSE would offset some of the extra cost.

In future, strong teacher representation on committees was important, but the interests of society, such as trade unionists and employers, should also be considered. If there was complete teacher control of exams, there would be a danger that the curriculum would become fragmented.

## Tyndale staff reject ILEA peace plan

The head and most of the staff at William Tyndale Junior School, Islington, have rejected the latest suggestion from the Inner London Education Authority for a way out of the deadlock between teachers and managers.

Mr Harvey Hinds, the chairman of the ILEA schools subcommittee, has proposed a full ILEA inspection and a special inquiry by members of the committee into the inspectors' findings and the way the school is managed.

"The proposals are most unsatisfactory," said Mr Brian Maddow, speaking for the head and six of the eight full-time teachers. "The inquiry will be secret with no power to compel witnesses to attend or answer questions."

"Our case is that Labour Party members have been running a campaign against the school, and there are conflicts within the Labour Party about the role of the ILEA and managing bodies. The ILEA cannot look into these matters and the only way is the public inquiry for which we have asked Mr Mulley."

The teachers gave the reason when they rejected the proposal by Mr Hinds and managers for a general inquiry of the school by the Department of Education and Science, alleging that the managers are the school as a tool to leave away from the ILEA and the Borough of Islington.

The managers say they are worried about the quality of teaching. William Tyndale and that they are taking their children away from 212 in May to 146 last May.

The teachers responded to allegations by banning managers from the school during school hours because it was not their job to inspect "classroom" and their "classroom".

The staff have not yet decided whether to cooperate with the inspection and inquiry. The considering legal action to force the managers' criticisms. Mr Brian Tennant, chairman of the managers, welcomed Hinds' suggestion, and denied as a positive step.

## MSC to come down on side of blacks

The Manpower Services Commission Government manager - hope to adopt a more direct policy of positive discrimination in the training of young blacks.

To help blacks with language difficulties the MSC, acting through one of their arms, the Training Services Agency, have been supporting the National Centre for Industrial Language Training as well as training boards which promote language training.

Although there was still overt discrimination, he said, the main worry in the long term was passive discrimination. By this he meant that blacks got less pleasant jobs and often failed to be considered on merit for promotion and training.

Many of them were unaware that they were labouring under this form of discrimination.

Both the education and training sectors would come under increasing strain in the coming months. This meant that they would have to cooperate.

Unorthodox solutions were needed. The MSC might be limited by their terms of reference from originating these ideas, but they would help and support outside ideas. They could, for example, build up self-help schemes set up by black communities which had a training element.

They had already started trying to help young blacks by relaxing the entry requirements for the Training Opportunities Scheme. The minimum age is normally 19.

Further education colleges should help their drift into academia and concentrate instead on giving a second chance to young people who had failed in the traditional examination school system, said Miss Judith Barrow, a lecturer at Farnham College, in London this week.

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The conference adopted a resolution urging the ATTI and other relevant professional bodies to campaign for extensive emergency provision at FE colleges for unemployed black youth.

Delegates also called on teachers and students to protest against education cuts. "It is no good asking for money for courses for black youths if their brothers and sisters can't get into nursery classes," said Mr Keith Donovan, of Liverpool.

## 1,500 training places go in college merger

The Roehampton Institute of Higher Education came officially into existence last week after the Education Secretary, Mr Fred Mulley, approved the amalgamation of four colleges of education in south-west London.

The institute is formed from the Roman Catholic Digby Stuart College, the Methodist Southlands College, the Anglican Whitelands College and the undenominational Froebel Institute.

All four are voluntary colleges and intend to retain their individual identities within the federation. The 3,000 teacher training places at present provided will be whittled down to 1,500 over five years, while there will be a corresponding increase in the number of places for students wishing to take degree or diploma courses in traditional university or polytechnic subjects.

So far only 60 or 70 students have applied for the 240 places available in September on degree and diploma courses, but the institute is fully booked for teacher training.

Fears that up to 25 per cent of the 300 teaching staff could be made redundant were dispelled by Dr James Topping, chairman of the federation committee which oversaw the formation. But if students do not come forward in sufficient numbers for courses other than teacher training, there will have to be a severe appraisal of the institute's viability.

Although the four colleges will share a common council and senate and all staff responsible for teaching particular subjects will unite into "syndicates", little attempt is being made at first to save money by cutting down on administrative staff. There will continue to be four bursars, four registrars, four lodgings officers and four separate student unions.

The four principals and deputies will stay in their jobs, too, though a rector will be appointed in 1976.

## NUSS want £25 dole for jobless leavers

Unemployed school leavers should be paid £25 a week dole money and the Government should take full responsibility for creating work for them, the National Union of School Students decided at their annual conference in London at the weekend.

"It is an absolute disgrace that young people should bear the brunt of economic mismanagement because they are the weakest and most vulnerable."

The union's other main target will be cutbacks in educational spending. They hope to hold rallies and marches in cooperation with the National Union of Teachers.

"We are not a pupil-power organization; we do not support violence, and we hope teachers will realise we are working for the same goals as they are and join with us on this issue at least," said Mr Emmerson. "There are too many big classes without enough equipment."

The conference defeated a number of motions on socialism, and the new leaders hope that their emphasis on employment and educational spending will draw support from a wider range of schoolchildren.

Membership grew by 3,000 to 15,000 last year and the fund now allows two full-time sabbatical posts for president and national organiser at £13 a week each.

The 78 delegates condemned the changing of the school leaving date as a "sell out" of the principle of raising the school leaving age "in order to give a bit of peace and quiet to the elite".

Other resolutions called for all pupils to get free bus passes, school meals and milk, and condemned the proliferation of special "isolation units" for difficult pupils. These units said Simon Emmerson "encourage heads to sweep the problems of dissatisfied pupils under the carpet."

School students from Norway described the help Scandinavian countries give their unions in terms of representation on government committees and financial grants and David Paterson criticized the "persecution" of the NUSS in British schools. He had waited a year before joining the NUSS, simply for fear of being victimized.

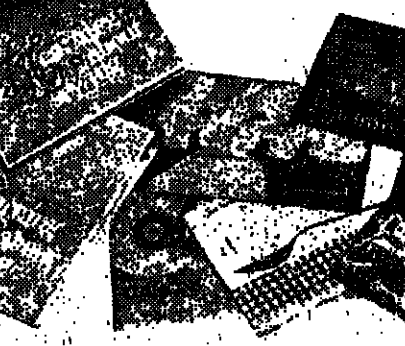
The conference reflected the "vulnerability" of NUSS membership - 30 per cent of the delegates had been forbidden by their parents to attend. "They are afraid they will go home raving communists," said Mr Emmerson.

David Paterson, 18-year-old Glasgow, said the NUSS will campaign against youth unemployment. They will demand that schools should provide better careers advice.

"Careers teachers do not provide a properly personalized service," said Alan Walters, retiring vice-president. "They rely too much on brochures published by big institutions - the big industrialists and the armed forces. When there are no jobs too many school leavers end up in the Army."

Project Wallets The initial programme includes four Project Wallets, designed to provide individuals and groups with continuous, creative and practical activity. The projects are: Patchwork, Soft Toys, Cushions, Table Linen. More subjects are planned for introduction next year. Example of contents: Patchwork - History of Patchwork; Equipment for Patchwork; Beginning Patchwork; Patchwork Designs with Hexagons; Mats... Mats... and More Mats; Patches of Fun. Price: £2.85 each.

Broadsheets Graphic, colourful and informative Broadsheets, on general subjects of interest to sewing and dressmaking classes, complete the programme. Initially, four are available, 86cm deep x 62cm wide: Natural Fibres; Man-made Fibres; Two Sides to Threadmaking; Changing Shape of Fashion. More subjects are planned for introduction next year. Price: £0.86 each.



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If you order the complete programme at one time, a discount of £2.14 will be allowed, giving a special price of £24.90 complete.

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## Edited extracts from the Government's White Paper "The Attack on Inflation" and the TUC Annex "The Development of the Social Contract"

### Strict observance of £6 maximum

The White Paper says the Government support the TUC's proposal for a pay limit of £6 a week. This is the maximum increase in pay compatible with the objective of achieving the 10 per cent rate of inflation by the third quarter of 1976. The £6 is however a maximum within which negotiations will take place.

The Government also support the TUC's statement "The development of the social contract" with one exception. The upper limit for the £6 increase should be £8,500 rather than £7,000.

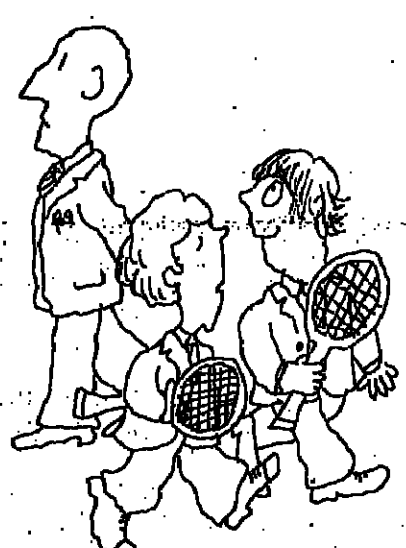
The transition to a new policy may give rise to inequity in a few cases where groups have been expecting shortly to implement their annual agreements under the existing TUC guidelines, and the Government think it right to provide some transitional easement. To that end they accept that Wages Council proposals and the awards from formal arbitration references made before this White Paper should be implemented; and that settlements may also be implemented for groups which, before the date of publication of this White Paper, have reached agreements for annual settlements, dates not later than September 1, provided that they have had no principal increase under the existing TUC guidelines within the last 12 months.

The Government have made and will continue to make every possible effort to achieve the necessary restraint on incomes by consent. They are opposed to criminal sanctions on work people. It has been simply demonstrated that these do not work. Nor do the Government favour detailed intervention in collective bargaining. They are very glad therefore that it has been possible to reach agreement with the TUC on new guidance to negotiators within the framework of the Social Contract which is consistent with the anti-inflation target.

Strict adherence to the £6 upper limit is crucial to the achievement of the objective. If it is not observed the economy will be seriously damaged and we shall all suffer. The Government will ensure strict observance throughout the public sector.

Rate support grant Local authorities and public transport authorities employ about three million people. Within this total the Government are directly concerned with pay settlements for teachers and the police. But there is no other major group of local authority employees whose pay comes under direct ministerial control. Nevertheless it is necessary that local authorities should abide by the policy set out in this White Paper.

To this end the Government will have discussions with the new joint



Of course, he's looking worried - there's no rise for the £8,500 a year man.

Consultative Council and with the Convention of Scottish Local Authorities. It will be a major item in the new approach that rate support grant payable to local authorities will be restricted so that if there is any national pay settlement in excess of the limit no grant will be payable on the excess. Moreover, legislation will be brought before Parliament to enable the Government to restrict payment of rate support grant to individual local authorities so that no grant is paid for any part of a settlement which they make in breach of the pay limit.

As regards the rate support grant settlement for next year, 1976-77, the calculation of the grant will be on the basis that the remainder of this year and in next year conform to the pay limit. No extra grant will be payable either to the main settlement for 1976-77 or to increase orders on account of that part of any general pay settlements which exceed the limit. In addition, unless staff numbers are tightly restricted, the Government will have to reconsider the scale of provision of grant.

In addition, the Government will be prepared to use their powers of control over local authority borrowing, including access to the capital market, to reduce the capital programmes of particular local authorities if this proves necessary to offset any excess expenditure on pay settlements.

Training The world is currently in the middle of a major depression and unemployment is high in all industrial countries. The Government are committed to bring the

rate of unemployment down; they have been prevented from taking further action to do so this year by the excessive rate of inflation.

Because unemployment is particularly harsh in its effect on young people, the Government will introduce further measures to increase training opportunities for young people and will be consulting the TUC and CBI about special temporary measures to encourage their employment in industry.

Cash limits The April Budget measures for public expenditure will reduce the borrowing requirement by about £1,200m in 1976-77 at the prices of that year. These are orderly processes for reducing the borrowing requirement. Failure to control inflation would mean massive and indiscriminate cuts in public expenditure with crippling damage to the social services. Success in controlling inflation is the best guarantee against this.

However, as the Chancellor indicated in his statement on July 1, the recent rate of inflation has emphasized the need not only to limit increases in money earnings throughout the economy, but to look more carefully at the cash requirements of the public sector. The present system of planning and control of public expenditure puts the main emphasis on the volume of resources used rather than the cash cost and has substantial advantages, especially for control in the medium term. However, at a time of rapid inflation, and with important changes in relative prices, this system needs reinforcing in appropriate programmes by placing a limit on the amount of money which the Government are prepared to pay in the year ahead towards the purchase of the planned volume of resources.

Cash limits already apply to a number of services financed by central government and they were recently extended to several construction programmes, central and local government. They are not a suitable method of controlling services such as social security benefits where expenditure must depend on the rate of benefit and the number of claimants. But where they can impose greater financial discipline and precision, and where they can contribute to countering inflation by making it clear both to programme managers and to suppliers that the Government will have to reduce back to within the programme to which cash limits already apply have shown that their application needs careful preparation to be effective. Work is in hand to bring them into force by the end of the year 1976-77.

### Job security must get priority, say the TUC

Adopting a flat rate approach, fixing the pay limit at 10 per cent would give £6 a week to all full-time adults (aged 18 and above) - a rate for part-timers and juveniles up to a cut-off point. A flat rate approach has the advantages of focusing increases on the low paid and preventing unduly large cash increases being obtained by the high paid. It is clear and simple, most emphasizes the General Council's view about the gravity of the economic and industrial situation, and cuts through the complication of separate provisions for particular groups which, via comparability claims, had helped to weaken the previous policy. The General Council therefore concludes that there should be a universal application of the figure of £6 per week. The TUC will oppose any settlement in excess of this figure.

The General Council fully appreciate the problems which may arise from interfering with differentials based on skill and responsibility, and emphasize that this is a temporary policy put forward for the coming year to arrest the inflationary process, prevent massive unemployment, and enable the Labour Government to carry out its industrial programme. It is certainly not envisaged as a permanent policy for continually eroding differentials either between or within negotiating groups.

The policy will operate from the beginning of the next pay round, which is about August 1. Those who have settlement dates before then should settle within the existing guidelines. There should be no anticipation of their normal settlement date by other groups.

Given problems arising from the fact of different pay structures, the cash amount should be applied as a straightforward supplement to earnings. This should be the total increase over the year however the earnings are determined. The policy will entail the temporary suspension of systems of pay determination based on traditional links in the private and public sector, and the suspension in particular of civil service comparability exercises. Already established increments and wage-forage scales are payable provided that this does not raise the overall wage bill by more than £5 million. If it does, the General Council will consider the need for legislation to relieve employers of contractual obligations to pay wages beyond the £5 million limit in this document. This is necessary

to enable this policy to be applied voluntarily in every case.

The 12-month interval between major pay increases must also apply. This rule must be applied when a new settlement is negotiated. It should be a condition of any agreement that it should be applied to all employees. Where agreements provide for a 12-month period, any new agreement should ensure that the balance between the amount of the increase and the £6 should be applied in the period up to August 1.

However, final steps towards attainment of equal pay legislation by the end of 1975, in line with the Government's policy objectives, will be in line to the £6 figure.

Negotiators will be expected to offset any improvement in benefits against the pay limit. This period of high unemployment should, of course, be a time to give priority to job security.

In the current situation there is no doubt that the pressure of work-shifting arrangements, if these measures must take the form of a cut in actual hours worked by employees. They should not be used as a method of obtaining a disguised increase in income. Negotiators should therefore give priority to securing actual reductions in hours, and to reducing normal hours to 40 in sectors where this has been attained. The 35-hour week remains a longer term objective.

There may be isolated cases of negotiators experiencing difficulties in applying or observing the pay limit. The existence of such difficulty does not remove the responsibility of those who can be sure that the limit can be applied. Where it is observed, a serious difficulty, they will be a joint submission to the CBI, who will jointly examine the problem and determine whether this should be submitted to AC for arbitration.

In this process of reducing the rate of inflation, the more rigorous can more easily bear the burden of helping the economy to their current standards of consumption: those who should take an increase in their income in the present period of difficulty. The Government should apply the principle in the public sector to the private sector. The review bodies will need to be fully into account the impact of the review on the economy as a whole, and to be looking for ways to compensate from excessive demands on whom they negotiate.

### Put through the exam hoops

Further education colleges should help their drift into academia and concentrate instead on giving a second chance to young people who had failed in the traditional examination school system, said Miss Judith Barrow, a lecturer at Farnham College, in London this week.

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# A TES report on immigrant teachers

by Mark Jackson

## 'The DES didn't seem to know much about us'

The flow of teachers from the West Indies and Asia into Britain has been stopped. The ban is not the result of a deliberate political decision, but an automatic response to the changed situation over jobs. For 16 years, Britain's chronically understaffed schools have welcomed, eagerly or stoically, citizens of all colours from her former colonies and dominions, along with expatriate Americans, refugee Europeans, and others. Now, with more than enough native-born and established teachers to fill the available posts, the United Kingdom's long-standing foreign labour laws are making themselves felt.

The Department of Employment have stopped granting work permits to newcomers, apart from a few mathematics teachers. The ban applies impartially to all Commonwealth citizens and foreigners, apart from EEC nationals and a few individuals in special categories.

This casual ending, by administrative action, of a unique passage in British educational history is in keeping with the way it all began. Nobody ever decided purposefully that Britain's schools—with 50,000 children now coming into them every year from the immigrant communities—should have multi-racial staffrooms. The black and brown teachers from abroad are here because teachers were scarce and they were available.

Although there are a few black teachers in London schools who are third-generation Cockneys, the first to appear in staffrooms were a handful of West Indians who stayed on in Britain after wartime service with the forces. They arrived in the same way as Britons—a recognized teacher training or a university degree. By 1960 there were a few hundred non-white teachers scattered around the new settlement areas of London and in one or two cities like Liverpool and Birmingham. Most were West Indians, many of them graduates with London external degrees.

Mr William Braide, later the ILBA's senior assistant education officer for schools but then an inspector in the Southwark and Bermondsey division eight, recalls: "I had about half a dozen coloured teachers in my district, and I was just one of 20 inspectors covering the LCC area. The teachers were practically all girls, mainly West Indian, but a few Indians had been appointed."

Most of these teachers were in primary schools; it was a few years later, when suburbs and cities became a commonplace in Midland cities and the western districts of London, that the secondary subject specialists, largely male graduates from the Indian sub-continent, began to turn up in substantial numbers.

As the table on the next page shows, the numbers of Indians and Pakistanis remained qualified teacher status more than doubled between 1959 and 1961. But the applications really took off three years later.

The impetus was undoubtedly the first of the Immigration Acts passed in 1962. Until then, entry into Britain for Commonwealth citizens was unrestricted. They needed



neither visas nor permits to work, and the only point in seeking teacher status was a genuine intention to teach.

But the 1962 Act instituted a system of quotas and entry vouchers. Prior to the quotas was given to those with skills in urgent demand, and here, a Ministry of Education grant of teacher status carried with it one of the coveted B vouchers, so a recognized teaching qualification was a pass to the head of the entry queue.

Once here, there was no compulsion on the holder actually to take a teaching job, and no one knows how many of those who received B vouchers and used them—many did not—ever appeared in the schools.

The voucher system was discarded in the 1971 Immigration Act, which put Commonwealth citizens on the same footing as foreigners (and now in a very much more restricted position than EEC nationals) for entry and work purposes.

For by the time the voucher system was the number of Indians and Pakistanis who were being granted teacher status had shrunk to its 1959 level. The marked changes which have now led to a virtual end in the admission of immigrant teachers were quietly under way.

In the late 1960s, Britain still needed more teachers than were available, but the expansion of the education colleges was beginning to narrow the gap. After 1968, the DES began weeding out, country by country, the teacher training courses which they judged fell short of United Kingdom standards. And anticipating the change which would require our own graduates to take teacher training from 1973, they began to demand that graduate applicants from the Indian sub-continent hold a master's degree and have completed an appropriate education course.

As time went on, the DES became even more choosy. Their inspectors told them that even the most brilliant achievements in Punjabi or Bengali studies were proving to be a less-than-effective preparation for the curriculum of most English secondary schools; and the Department began to insist that the master's degree should be in a relevant subject.

Once the decision had been taken to upgrade Britain's own training requirements, the DES felt they had to do something quickly about the thousands of so-called Commonwealth teachers entering each year. But the timing of the clamp down proved unfortunate. It came just in time to affect the most emotive and publicized of all the non-white immigration—that of the East African Asians.

Jitoo Shah is a very Anglicized Gujarati with an engaging manner and a straightforward enthusiasm for teaching. He has a continuing sense of grievance. On the face of it, Mr Shah has done well since he arrived here in 1970, shortly before his post as head of a Nairobi junior school was Africanized. He is a Scale Three head of science in an Ealing secondary school, happy to work for its head and on good terms with the boys. The teaching style expected of him is a good deal more relaxed and less authoritarian than he was used to in Kenya, but he has come to see merits in the modern British approach.

Mr Shah, now 42, had to force his services on the DES. Despite his

seniority and 18 years' service, he was turned down when he wrote in April, 1970, asking for permission to teach here. Mr Shah, like a good many of his East African counterparts, seems singularly lacking in Oriental fetishism, and that year he took his holiday in Britain. He got an MP, Miss Joan Lester, to take up his case, and the DES sent for him and told him they had changed their minds. "They didn't really seem to know much about us; the man I saw was obviously surprised that I spoke English", he says.

That was the good news. They then broke it to Mr Shah that he would start at the bottom of the pay scale for his post.

Mr Dillough Chana, chairman of the East African Teachers' Association, has half a dozen similar cases in his files. Although he has the same training and a good deal less experience than Mr Shah, he got an assurance of qualified teacher status when he wrote, and he was credited with his full service for salary. The difference was that he came here in 1960.

The DES looked at what was happening in the two Kenya training colleges in 1968 and decided it was not acceptable by United Kingdom standards. After that they refused to accept anyone who was certified in Kenya, even if he had been trained while the country was a British colony and while the courses were still modelled very closely on British practice.

"Some people who had received letters from the DES before 1968 saying that their qualifications were acceptable but delayed coming over for a year or two found when they got here that the DES were no longer willing to let them teach."

"What seems to happen is that if the barred teacher goes to an MP, the DES give way. But they always refuse to credit East African service for salary in these cases. It is difficult not to feel that they are trying to stick to their contention that those who have applied since 1968 are in some way inferior."

In some of the correspondence Mr Chana showed me between the DES and Kenyan teachers who contested their refusal of teacher status, the Department appears to have fallen back in successive letters on a variety of increasingly esoteric arguments to justify their stand. One such argument is that the Kenyan colleges were prepared to accept some students at a lower age than the United Kingdom courses do, although there was no question of the applicant concerned ever having been among the younger entrants.

Of the 400 East Africa-trained Asian teachers who came to Britain, something like 300 are believed to have sought and obtained permission to teach—most of them in Inner and Outer London and Leicester, where there is an established community of Gujaratis, Kin of many of the East African Asians.

In the light of the DES attitude to non-graduate certificated Kenyans, it is curious to learn that senior officials were disappointed when only half of the 300 teachers they thought were among the Ugandan Asian refugees who began coming in 1972 actually applied for teacher status.

The East African teachers who managed to get into Britain's schools seem most on disapproving the DES's subsequent view that their training was not good enough.

## Only a few thousand non-white teachers work in Britain's schools, and a Whitehall ban designed to protect jobs at home has just halted the flow of immigrant teachers from the West Indies and Asia. So what now are the chances of getting a multi-racial mix in the country's staffrooms?

teacher status, many have done outstandingly well in the community and youth services.

But the East Africans have had a great deal going for them: most of them came from a prosperous and confident middle class with several generations of English-style education and a pattern of cultural tastes and expectations which reflects it.

Indian and Pakistani teachers have not all had the same advantages. Many have had a tough time overcoming both linguistic and cultural difficulties.

Mr A. D. Mathews, the principal assistant appointed by Ealing L.E.A. to handle immigrant education, has an impressive record of championing the interests of both children and teachers from nervous. He says: "A good many of the teachers from, say, the Punjab, find it difficult to come to terms with the way we behave. The difficulty in communicating is not just linguistic; the teachers are used to a much more formal relationship and automatic respect from their pupils. When confronted with the sort of behaviour which an English teacher will deal with pretty brusquely, they protest in the characteristic gentle and polite manner. It is a wide cultural gap."

A Nottingham head puts it more bluntly: "Their teaching style is 30 years out of date here. They have to learn quickly to survive."

What he and other secondary heads value most is the sheer intellectual brilliance of some of their

Eastern graduate teachers—particularly in mathematics and science. "They're really at home with it," they say.

Mr Jayam Thamotheram arrived here from Ceylon in 1959, and a small and cohesive immigrant group who, like the East Africans, were mainly sophisticated middle class professionals.

A Methodist, and head of what in Colombo's Wesley College had been a job with the local British Council outpost, he traces his ancestry back 14 generations. He is like most immigrants, he has already been here on what he describes as a "fleeing visit".

For his first few months at Linton technical school, he tried to ignore the barely suppressed anger of the boys. Then one day he laughed at the wrong moment, his pronunciation of a school term and, says Mr Thamotheram, he hit him. It was several years before he realized that the boy did not complain to his parents.

"Finally, I got on better with all after that." When at the end of the year his family arrived, he was told that the boy had been in the hospital for a month.

Mr Thamotheram feels that immigrant teachers need close relationships with their native colleagues and he regrets the major obstacle that divide them, the identification difficulties. He identifies at



Above: Mr Jayam Thamotheram. Below: Mr Jitoo Shah.

food preferences and "the womenfolk", whom he sees as more conservative than the men of either group. He spends his spare time running the Commonwealth Teachers' Association, an organization that brings immigrant and United Kingdom teachers together for social activities, eschewing professional and communal issues.

Despite Mr Thamotheram's regrets over the social conservatism of his heads and L.E.A.s suggest that women teachers from the East seem to have rather less difficulty than the men in adapting to the freer teaching idiom of the United Kingdom. The women are particularly good at stimulating the creativity of younger children, they say.

The black teachers from the Caribbean come from an extremely varied, cultural background, which especially has a good deal more in common with our own. Because many of them came here before the Eastern immigration got under way, they straight from teacher training, and are heard about their difficulties in adapting to our school norms.

Language idioms are not critically different from ours in the educated middle class from which most of the West Indian immigrant teachers come. While a caused trouble is a fundamental difference in the attitude to juvenile discipline.

The adaptation problems have been not so much in secondary schools, where most black teachers were quickly to accept relationships with them. It is in primary teaching.

"I remember we had something of a problem impressing on them the corporal punishment was not for dealing with young children," says Mr Braide. He and his colleagues eventually realized that the proper norm from television and from books that they don't want us around to remind them that they are black."

Another West Indian teacher told me—and his view was confirmed by white heads—that a good many black parents are dissatisfied to have their children taught by teachers who they regard as second best—a legacy of their colonial childhood when expatriate British teachers occupied many of the key posts. Asian parents, who were educated in a system run by their compatriots, are usually happy to find Asians teaching their young.

Another West Indian in his late thirties pointed out that he had no real insights at all into the new black culture which had grown up among teenagers who had grown up here. One of his white colleagues got along a good deal better with

## 4,000 non-white teachers—but where are they?

The Select Committee on Race Relations believe that the teaching force should reflect the size of ethnic groups in Britain. The DES support this view and the Race Relations Commission promote it assiduously.

Not everyone in authority agrees. A number of L.E.A.s with sizable immigrant populations have told the Race Relations Commission that they do not see why they should go out of their way to employ non-white teachers. An assistant education officer of one of the largest—one which has not a particularly good record in this respect—told me he feared that any attempt deliberately to recruit more of them might be a breach of the race laws. And those who agree with the select committee differ in their reasons for wanting an interracial balance.

White sociologists and the older community spokesmen often take a line which is popular among America's progressive educationists a decade ago: black children need to have black teachers with whom they can identify, a model they can naturally and easily relate to. It parallels at another level the view of some L.E.A.s—expressed in practice if never defined—that Asian children are best taught to speak English by Punjabi teachers who know how difficult it is.

Most of the black teachers I talked to said it did not work out the way the sociologists think. The black children now in schools, most of whom have been born in Britain or arrived here as infants, have the greatest difficulty in accepting black teachers. "They have so much absorbed the white stereotype as the proper norm from television and from books that they don't want us around to remind them that they are black."

A level-headed Haringey departmental head told me. The few who reject the white ideal tend to reject us too because we don't usually share their extreme militancy.

Another West Indian teacher told me—and his view was confirmed by white heads—that a good many black parents are dissatisfied to have their children taught by teachers who they regard as second best—a legacy of their colonial childhood when expatriate British teachers occupied many of the key posts. Asian parents, who were educated in a system run by their compatriots, are usually happy to find Asians teaching their young.

Another West Indian in his late thirties pointed out that he had no real insights at all into the new black culture which had grown up among teenagers who had grown up here. One of his white colleagues got along a good deal better with

the older boys because the white teacher did not share his own loathing of gambling.

Nevertheless, most black teachers, and many educationists and race relations workers who understand the position, support the select committee's view. Non-white teachers are needed in a multi-racial society—so that both white and minority group children can learn that the dominant culture is not the only one that matters. The teachers and those who agree with them, believe it is as important to demonstrate to children that driving buses and purring in hospitals are not the pre-ordained jobs for anyone who is other than white.

The West Indian in his thirties says he noticed the sheer "joy" of his black pupils at hearing that a West Indian was in the running for a deputy headship.

He and other leaders of the recently formed Caribbean Teachers' Association say that more black teachers are beginning to feel that, whatever the difficulties, they ought to be working in schools with black children rather than seeking jobs in predominantly white schools where conditions are usually better. But some community relations workers would rather see them stay in the white schools: it is precisely those children who do not get to know the minority groups as school-fellows who most need contact with teachers from those groups, they say.

To achieve an overall ethnic balance in the teaching force of England and Wales would mean having something like 16,000 West Indian and Asian teachers. Nobody has even the haziest idea how near to that figure the actual number in the staffrooms is.

Bodies such as the Community Relations Commission have been unable to establish whether the total is as much as 1,000. Eighteen

Indians and Pakistanis granted UK teaching permission, 1959-74

1959	250
1960	250
1961	550
1962	620
1963	630
1964	1,628
1965	1,725
1966	800
1967	980
1968	418
1969	477
1970	330
1971	300
1972	250
1973	250
1974	260

## Long haul to racial parity

Now that only a trickle of teachers are coming in from the New Commonwealth there is only one means of moving towards racial parity in the staffrooms. That is for the minority groups to produce enough teacher material to ensure that they are properly represented in the future teaching force.

There is not yet much evidence that this will happen, either with the West Indians or the Asians. Most black children do not think of going into teaching because their expectations are too low. Asian children do not either, because their expectations are too high.

It is a generalization that breaks down a good deal, fortunately. Some students have already passed out of the colleges into the schools. The attitude of the majority was best expressed by a Nottingham principal, Miss D. M. Carmell. There is very keen competition to get into the college and we don't

months ago, before local authority reorganization, the commission tried to find out from the 47 L.E.A.s with substantial immigrant populations how many teachers of West Indian, Asian and African origin they employed. Only 24 produced any sort of figure: the total was under 250. That would mean an average of just over 10 per authority, but it would be wildly misleading to extrapolate from these figures. Half the 250 were employed by four of the L.E.A.s, and most of the bigger ones, including the L.E.A. could not or could not supply any information.

Some of the L.E.A.s who refused to do a head count for the CRC have since told me that they have no way of knowing this figure without checking laboriously through all their individual records. But nearly all of them were equally unwilling to give even a rough guess at the number. Haringey, for instance, says "Oh, we've got lots". Leeds, under pressure, says it is certainly under 100.

At Bradford, where the council have been high regard for their imaginative community policies, the adviser on immigrant education, Mr Jim Rouse, states without hesitation that he has around 45 non-white teachers. He finds it difficult to understand how any ordinary authority can fail to know roughly the ethnic breakdown of their staffrooms. The ILBA are another matter. Their teaching staff branch really do not know how many non-white teachers are scattered among the 10,000 staff in their 10 divisions: teachers' origins are not coded for easy computer retrieval and a formal census would be a considerable task. But Mr Braide, who retired last year, hesitantly agreed this week to make a rough guess based on the proportions of non-white teachers he encountered in various schools during his later years as senior AEO. He believes the figure is likely to be approaching 1,000. The council mean one in 10 of the authority's teaching force.

The reluctance of ILBA's present senior officers and those of all but a handful of the other L.E.A.s to produce any kind of figure for their black and brown teachers is not entirely due to administrative sloth. A good many of the authorities made it clear both to the CRC and to the DES that they did not think it mattered how many teachers from the minority ethnic groups they employed—"they're all teachers". And a lot of the administrators clearly terrified that to say anything at all is inviting trouble from one side or another in the race controversy. In one city, they think that just to count the number of coloured teachers might be breaking the law.

have to look around for recruits," she said.

The college that is probably doing most is Southlands, in London, where Miss Molly Lloyd is developing a scheme of close liaison with schools. West Indian and Asian pupils will be invited to spend days or whole weekends at the college to find out for themselves what being a student teacher is like.

The scheme, and the philosophy behind it, is arousing fierce controversy among some of the college principals most concerned with increasing inter-group understanding. The women head of a college which has pioneered multi-cultural studies told me she thought it was "unfair to future generations of kids to select teachers on any basis other than of quality". Which, of course, is the kind of argument that can be used against all attempts at positive discrimination in education.

So we are forced back to a consideration of what we know about the inflow of teachers nationally over the years. Information which has until now not been available outside Whitehall.

The one group of immigrant teachers whom the DES keep track of are those from India and Pakistan who qualify for graduate pay. There were 1,121 of them in service at the end of last year. Of the full 10,000 Indians and Pakistanis who have been granted qualified teacher status since 1959, it is thought that something like half had degrees recognized for graduate pay. This suggests that only one in five of all the graduates who successfully applied are now teaching over here. Many of those who applied are believed to have sought teacher status only as a way of gaining entry into Britain; others joined in the rush to apply just in case they should want to come here. Of those who started teaching in Britain, a good many dropped out early.

Of the 5,000 non-graduate Indians and Pakistanis—some certificated, others with a teaching degree which does not count for graduate pay—the proportion now in teaching is likely to be rather lower. Of those who actually reached British schools more were young women of marriageable age; and while very few officially failed probation, considerable numbers are known to have found difficulty in obtaining second posts or were discouraged by their early experiences from staying in teaching. As non-graduate newcomers, they were not in an ideal position to get attractive posts.

So it would be reasonable to assume that the total number of graduate and non-graduate Indians and Pakistanis now teaching is around 2,000.

There are no comparable figures for West Indians, partly because most of the graduate teachers in their case hold either London external degrees or attended British universities. And, because a high proportion of the non-graduate teachers' teacher training here after arriving—including now, an increasing number who are entirely products of the British education system—there is no separate record of them.

My impression after discussions with those authorities willing to talk is that there are rather fewer West Indians than Asians. If we add the 250 East African Asians, the 500 immigrant teachers who qualified on the DES special courses, and the Asians who obtained their qualifications at British universities, then the total number of non-white teachers at present in service almost certainly exceeds 4,000.

## Rise in numbers of British-born

The ethnic mix of schoolchildren is likely to change significantly in a number of L.E.A.s during the next few years. With the drop in new immigration, British-born children make up an increasingly large proportion of the children from minority communities entering the school system each year.

While births in New Commonwealth mothers as a proportion of all births has risen only very slightly in recent years, there are some sharp variations from the national pattern.

As a result, Blackburn in 1978 will find that nearly 8 per cent of its locally-born intake will be from minority groups; for the outer London boroughs of Newham and Harrow the figures are 7 and 5 per cent respectively, and for Leicester 6 per cent. In Birmingham the increase will approach 3 per cent.

Handwritten notes in the right margin: "The ILBA are another matter. Their teaching staff branch really do not know how many non-white teachers are scattered among the 10,000 staff in their 10 divisions: teachers' origins are not coded for easy computer retrieval and a formal census would be a considerable task. But Mr Braide, who retired last year, hesitantly agreed this week to make a rough guess based on the proportions of non-white teachers he encountered in various schools during his later years as senior AEO. He believes the figure is likely to be approaching 1,000. The council mean one in 10 of the authority's teaching force."





Multi-racial festival: pupils of Starcross School, North London, entertaining parents and friends last week.

## Data

### Any nickname is better than none

It is a great compliment when the class calls a bespectacled primary school child "Thinker"—rather than "Four-eyes". "Thinker" means the child has qualified for one of the classic prestige slots in playground society, says Rom Harré, of Lincoln College, Oxford. But it is better to be "Four-eyes" than nothing at all, for having no nickname is a sign of friendliness and isolation.

Most children, he has found, have nicknames. On average, only about one child in five will go through school without one. Nicknaming, he believes, is one of the ways in which the class, as a group, "places" individual members of the group according to the private values of childhood.

There may be subgroups within the group, with their own naming systems, existing alongside—or even

outside—the main group naming system. If the subgroup is an out-group, by the standards of the class, its naming system will not be recognized by the group as a whole. This happened, in his experience, to a group of West Indian children in a predominantly white class.

The important thing is to be placed somewhere by the class as a whole. Even a rude nickname is better than none at all. To have none is to have no identity as far as they are concerned.

The process is astonishingly universal. The names may change according to area and social class, but somewhere, in every school group, Harré has found, there is someone who is tacitly accepted as official namer—charged by the group with the task of naming, or not naming. There is no way in which the individual can force the process to work in his favour.

At best, like the West Indian children above, he can find a place within an unrecognized subgroup. Some remain permanently on the sidelines.

Most nicknames refer to traits and features—"Carrots", "Titch", "Snail", and so on. Or they are a play on the child's name. Charles are known as "Nobby". Gordons as "Flash". This is virtually the only kind of nicknaming found at secondary school.

At primary level, however, there

is a category of nicknames that carries a special status, to the extent of imposing a particular role upon the child. "Thinker" goes to the child acknowledged by his peers as clever. "Bunter" to the fat, greedy one. "Flashy" to the glib one. There is usually a class joker and a class scapegoat.

These names will bear some relation to the child's own characteristics. What makes them special is that they almost always occur—and can be found right back through time in any class. It is as if playground society at primary level required the presence of a character like this. The actual bearers of the nicknames may have little in common. They fall to the child that most closely approximates to the character among those available.

Harré suspects that this category of nicknames has great symbolic significance. "Flashy" is dirty, as it were, for the class as a whole. He also suspects that acquiring one of these nicknames has a formative effect upon the child's own personality. He watched with fascination while a little girl, called nothing more than "Pussy", because of the shape of her eyes, acquired feline characteristics over the years. "The origins of Social Competence in a Pluralist Society," by Rom Harré, *Oxford Review of Education*, vol 1, no 2.

## Freshmen take three terms to settle in

The increasingly upper class character of the Massachusetts Institute of Technology has aroused concern. In recent years, given the strain that working-class students are known to experience in situations where they are greatly outnumbered.

By 1969, when the background of freshmen was last analysed, only 17 per cent came from manual homes. Fully two-thirds came from homes that were not merely socially superior, but where in addition, at least one of the parents had had a university education.

What effect did such an environment have on the working-class student minority? After three terms, Dennis Bumstead of MIT asked a group of just under 200 students from manual and lower clerical backgrounds, whose parents had no college experience, and an upper-class control group of the same size, to complete a questionnaire about their feelings towards the institute. Their academic records were also examined and the stu-

dents' advisers consulted. It had been expected that the lower-class students would be markedly less contented and would show signs of alienation and would express a sense of powerlessness. More of them admitted to a feeling of awkwardness in social situations, but there was virtually no difference on other measures of adjustment. On a six-point scale, both groups scored 3.5 on alienation and 3.85 on powerlessness.

Satisfaction with MIT ran equally high in both groups. Rather more of the lower-class group, in fact, gave the place the top rating possible: 47 per cent, as opposed to 43 per cent, would definitely choose MIT again.

Academically, the lower-class group did less well to begin with. Average unit scores after one term were 55.4 and 58.1. But after three, the gap had virtually closed. The cumulative averages, by this stage, were 152 and 156.8. The grade point averages in that third term were 4.02 for the lower-class group and 4.07 for the upper-class group.

A minority clearly were under some stress. The advisers estimated that more than 10 per cent of the lower-class group were withdrawn and more than 15 per cent unre-

sonably hostile (compared with about 9 per cent in each case in the upper-class group). But the difference was very slight.

Time, Bumstead thinks, had given most of the lower-class students the chance to settle in. It had probably also helped that MIT is a particularly socially conscious place. Adjustment might have been harder in a non-technological university.

But he thinks a further important factor aiding this good adjustment was the students' own high motivation. It was striking that satisfaction among the lower-class students was closely linked with academic success. No such relationship was found among the upper-class students. They liked or disliked the place, regardless of exam results.

Despite a feeling of social awkwardness, which could lead to their becoming loners or compensating through "bolshieness", working-class students at MIT survived and thrived, because their work was going well—and that mattered more than anything else to them.

"Freshman socialization: the influence of social class backgrounds on the adaptation of students," *Human Relations*, vol 28, no 4.

## Copyright let up no gateway to freedom

by Carolyn O'Grady

The copyright concessions announced by the BBC last week are not a first step along the road to a total copyright franchise for education as regards broadcast materials.

This was emphasized by copyright experts after the BBC had said that schools would now be able to make and keep for three years recordings of schools programmes and that, i.e.a. designated resource centres would be able to copy and distribute recorded materials.

The concessions are major, but they are almost certain to be the sticking point for the copyright owners. In particular, they are unlikely to be extended to cover free copying of non-educational programmes—a cherished dream of many educationists.

Mr Ivan Gilman, head of Educational Broadcasting Services, put it this way: "Education has got the whole thing virtually free, because the BBC and copyright holders think that schools broadcasting will decline unless recording is extended. But we don't intend to grant any more concessions without paying more to performers and authors." And this money could not be expected to come from the BBC.

The difficulty lies in the fact that though programmes such as *Horizon* are of considerable educational value, it is not only the broadcast

which are protected by copyright. Frequently they include sound recordings and film clips for which the broadcasters negotiate fees for copyright. If schools were allowed to record these programmes, broadcasters would have to negotiate extra rights, almost certainly at extra cost.

Those who are pinning their hopes for further copyright concessions on the Whitford Committee on Copyright and Design also likely to be disappointed. Any proposals are unlikely to be law for many years. Sir Norman Willis, assistant director of the Council for Educational Technology, emphasized, broadcast is only a very small part of a large copyright question.

Whitford's brief is to recon- sider the framework of law as regards copyright. It is not to have panacea.

As one spokesman put it, the ironic part is that since the Copyright Act there has been a copyright test case in education. And it is, in fact, possible to initiate. Now the Energy Research Council, who are looking at the CET, who are looking at the question of copyright, are considering licensing schemes, which enable i.e.a.s to negotiate fee payments to copyright owners.

## Even the clever can be bored

Boredom at school has little to do with a child's intelligence, says W. P. Robinson, an educational psychologist from Macquarie University, New South Wales. It is associated with poorer levels of attainment—but these are likely to be the outcome of boredom, not its cause.

More than anything else, he has found, boredom is linked with the belief that learning is pointless. It is also linked with homes where parents take no interest in their child's education—where the parents themselves are likely to have left school, without qualifications, as soon as they could.

Home conditions, by themselves, seem to be irrelevant. Children from the most deprived backgrounds enjoy school as much as those with every material asset. The key seems to be parental values, possibly rooted in parental experience, not parental status.

Robinson's findings are based on the only large-scale survey of secondary schoolchildren in Britain to include questions about boredom. This was the Schools Council inquiry of 1968 into early leaving, carried out by Roma Morton-Williams and S. Finch. Last year, the council financed a second look at the data resulting from this survey, to see what it revealed about the likely causes of boredom. Close on 5,000 13 to 16-year-old pupils took part in the original investigation.

From their answers to questions about the subjects they were studying, Robinson constructed a "bore score", to identify the most and least bored teenagers. Those who found less than 10 per cent of their schoolwork interesting were then compared with those who found at least 30 per cent of interest.

Attitudes to subjects seemed to be a good guide to attitudes towards school generally. Only 45 per cent of those with high bore scores thought there were "lots of interesting things going on" at school, as against 74 per cent of the low bore score group. The tie-up with sense of useles-

ness was the strongest to emerge. Forty-three per cent of those who thought that school extremely useless were bored. Only 7 per cent of the bored thought school useful.

Boredom was also strongly associated with poor attainment and low academic aspirations, and being in a low stream class at school.

Seventy-three per cent of most bored did not intend to attempt O levels, as against 80 per cent of the least bored. Seventy per cent were in a class below average, as against 57 per cent of the least bored. The basic ability of the two groups did not differ much. While 44 per cent of the most bored had secured 10s at 11 of 95 and under, 25 per cent of the least bored.

When the background characteristics of the two groups were examined, differences were small. Factors known to be associated with parental absence and overwork had no effect. On bore scores, slightly more common among the most bored, but not markedly so. The least bored had left school at an earlier age, 16.1 years, compared with 16.4 years of the most bored. There were no differences among the least bored.

The greatest differences between the groups emerged over parental attitudes to learning. The parents of 35 per cent of the most bored took no interest in the child's schooling, for example, compared with only 20 per cent of the least bored. There were no differences in the homes of 21 per cent, as against 13 per cent.

It seems likely, says Robinson, that children from such homes view school and all that goes on within it through the eyes of their parents. They are at the mercy of adult models have great influence. But this makes it harder to wonder what kind of influence reaching them from the other models in their lives—their teachers.

The data provided few clues about the attitudes of the teachers themselves, though the most bored encountered more teachers who took little interest in their work. Could it be, also, that the teachers who saw little point in their work were also the teachers who saw little point in their work? *British Journal of Educational Psychology*, vol 45, part 2.



## Fast and faltering

It is rapidly setting in the development of new sources of energy in the industrialized West. Three complaints before the lag—lack of money, lack of know-how, and lack of political will.

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## New twist for time travellers

Professor Thomas Gold, of Cornell University and the most influential of astrophysicists, has provided a new twist to the old paradox of relativity.

The classical argument goes like this: if one of a pair of twins sets out on a space journey that involves a substantial fraction of the speed of light, he will age less quickly than the twin left behind. On the face of things, it should even be possible to arrange that the space traveller returns to his youth to be confronted with a twin who is well on into old age.

Over the years, the twin paradox has been vigorously argued over, and some have held that in practice things would not turn out like this. For example, the space traveller would not be able to collect the mass collected in the shell and return it to his home.

Professor Gold (Nature, July 19) has sought to avoid these complications by devising another way of testing relativistic effects might be used to keep a person young. He has proposed a way of exploiting the principle of general relativity, and thus of biochemical processes, to reduce the rate of biological ageing in a powerful potential.

## Science diary

by John Maddox

They do, although I consider that not nearly enough credit has been given to those who have gone a long way towards defining, and in part solving, the problem of how to make fast reactors safe.

Two things stand out—the best way of making sure that fast reactors can be safe is to build and operate a number of full-scale machines in circumstances (as at Oak Ridge) where their functioning can be carefully watched. And then, given the demand for uranium as a nuclear fuel now building up throughout the world, there is a nasty prospect that if we remain dependent on thermal reactors, the price of uranium will rise until nuclear electricity costs as much as that from oil.

In other words, there are strong strategic reasons why the industrialized West should put the development of fast reactors high among their priorities. To class them with thermonuclear fusion as energy sources for the distant future is to run the risk of persuading the uranium producers to follow the oil producers and manipulate the price of uranium in the next few years.



Can relativity slow down the process of aging?

will age less quickly than his mother by a fraction  $GM/Rc^2$  where  $G$  is the gravitational constant,  $c$  the velocity of light,  $M$  the mass collected in the shell and  $R$  its radius. During the day, Professor Gold summarizes again, the mass of the shell is so great that the baby can get some food or have a chance to play. But as the days (or nights) go by, the baby will be found to have aged less than would otherwise have been the case.

The practical value of all this is necessarily hard to determine. What Professor Gold leaves out of his calculations is the accelerated aging of the mother likely to come about from dragging all these pieces of lead to the baby's cot each night. Theoretically, however, it shows that there is indeed no reason why relativity should not be used to affect the rates of people's aging.

## Keeping rabies at bay

The two deaths from rabies in the past few weeks have dramatized an issue that we shall, I'm sure, have to live with more intimately in the next few years. It is now well known that rabies has been spreading steadily north and west in Europe, and it is now established in the wild red fox population around Paris and even Dieppe, just the other side of the Channel. Although the new Rabies Act, with its fierce penalties for smuggling animals into Britain now in force, should help to postpone the time when the British quarantine is breached, it seems to me inevitable that, sooner or later, rabies will be established here as well.

There may be something to be said for remembering that the spread of rabies in north-west Europe has its origins in the Cold War of the 1950s. Almost exactly 20 years ago, there was a fierce but now forgotten row between the government of West Germany and its neighbours to the east, the German Democratic Republic and Poland.

The West Germans complained that their neighbours were doing virtually nothing to control rabies infection among wild animals, particularly wolves, in the forests of central Europe, with the result that the disease was crossing an otherwise impenetrable frontier. Even at the time, there were fears that one result might be the contamination of the whole of Europe. What was feared has now occurred.

The inexorable spread of rabies, at a speed of between 30 and 50 kilometres a year, has come about because the rabies virus has become established in the red fox, which seems now to be the principal animal reservoir. In the past few years, the numbers of red foxes in Europe has been increasing. But the more the foxes, the faster the disease will spread (Conservationists, please note.)

So what should be done? Plainly there is much to be said for reducing the foxes, but equally it would be impracticable (and probably foolish as well) to set out to shoot them all. In the United States there has been an attempt for several years to control the spread of rabies among foxes by use of an oral vaccine.

An attenuated strain of the rabies virus is used as the principle of a vaccine that can be given to foxes in pieces of meat and other baits. Unfortunately, it turns out that although foxes swallowing these baits acquire immunity to rabies, the vaccine is also swallowed by mice and voles and, for reasons which are not understood, the weakened strain of rabies virus is then converted into a virulent strain again.

Although this programme may yet be made to work, for the time being the best defence against rabies will be human vaccine (based, of necessity, on killed rabies virus). This is now undergoing clinical trials in this country as well as in the European mainland and in the United States. There appears to be some evidence that the vaccine will prevent the development of rabies in those bitten by rabid animals even if it is administered after the bite. If that is confirmed, it will be a big step forward.

## Students pick universities 'for prestige'

Sixth-formers may choose universities rather than polytechnics because they think polytechnics suffer from outside interference, according to a survey of Swansea University students, published in the latest issue of *The Vocational Aspect of Education*.

The authors, Mr Richard Startup and Mr Ranbir Singh Birk, of Swansea University, carried out a survey of first-year science students. Two-thirds of them thought that standards were better at universities than polytechnics because they were less subject to influence from the Government and other bodies.

On all questions polytechnics came off worst. It is hard to resist the conclusion that student choice is systematically distorted by one overriding influence: considerations of prestige, the authors say. Universities' emphasis on research and their greater autonomy were probably the main reasons for their prestige.

Three quarters of the students thought that polytechnics had less prestige. *The Vocational Aspect of Education*, April 1973. From the *Business Manager*, Bolton College of Education, Bolton Technical, Chadwick St, Bolton 80p.

## 'Pathetic' NUS

Professor George Carstairs, vice-chancellor of York University, criticized the National Union of Students last week for advising members on how to draw social security benefits during vacations.

At a conference organized by the National Association for Maternal and Child Welfare at the university, he spoke of the "pathetic spectacle" of the NUS making efforts to coach its members to draw social security and teaching simple dodges to avoid work. "What a demoralizing experience that must be."

## 9 000 fewer in care

The number of children taken into local authority care dropped by 900 last year, but the number who were committed under the Children and Young Persons Act went up by 600.

Altogether 52,680 children were taken into care in the year ending March 1973; 10,600 were committed under the Act.

Nearly 500 were put in care because their parents had been evicted or made homeless and another 4,600 because of unsatisfactory home conditions. These figures were about the same as for last year. The main reason for care orders continued to be short-term illness among parents.

## New job for Max Morris

Mr Max Morris, former president of the National Union of Teachers, has been elected vice-chairman of the governing body of the Centre for Information and Advice on Educational Disadvantage. The first meeting took place last week, under the chairmanship of Sir Alec Clegg. The centre, headed by Mr C. D. Roberts, an ILM, is expected to open next year in Manchester.

## Name changed

After 56 years of being known as the Association of Principals of Technical Institutions, members have now decided to change the name to the Association of Principals of Colleges.

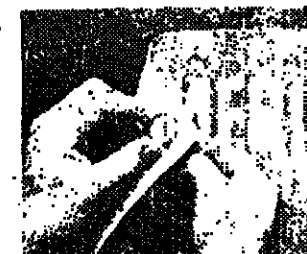
One reason is that the term "technical institutions" is little used by any of the colleges whose principals belong to the association. They are invariably called colleges of technology, further education, higher education, polytechnics or technical colleges. Membership is still open to those employed as full-time principals.



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## Sport

## All-weather pitch good for cricket

by Stanley Levenson

An all-weather cricket pitch is proving its worth for school and youth teams in the London Borough of Haringey. The AstroTurf pitch has helped to solve a big problem in Markfield Recreation Ground, at the Tottenham end of the borough. Mr Drury, of the Parks Department, explained that it was hard to maintain a cricket table in an open recreation ground where football is also played. "We are hoping that AstroTurf can be the answer to the problem." It seems to be a good proof, too, said Mr Drury.

The pitch is in constant use, it takes spin and is good for an even bounce, fair equally to batsmen and bowlers.

Haringey's strip cost £1,500 with contributions from the Lord's Taverners, the London section of the National Playing Fields Association and the King George Fund; the council bridged the gap with a grant of £500.

Lack of decent playing surfaces is one of the biggest brakes on the progress of cricket in schools. This artificial pitch points a way forward, but there are not too many schools which can easily find £1,500 for it.

Parks use or some other sort of sharing would quickly make the outlay smaller, especially as there are virtually no maintenance costs. AstroTurf has been tried out by Warwickshire and Essex county clubs with seemingly satisfactory results.

The AstroTurf "carpet" was originally developed for play areas. Its suitability for cricket was discovered by chance.



I. Oakes, King Edwards' captain, is bowled by C. Sutton.

## Radley keep colts title

Radley College retained the English Schools Cricket Association colts championship when they beat King Edward's Grammar School, King's Lynn, by 44 runs at The Oval last week.

Radley, batting first, scored 162 for 7 wickets in their 40-over stint, to which King Edward's replied with 118 for 9. Top scorers for the winning team were Lister (58) and Reeve (41). Best bowlers were Bird, of King's Lynn, with three for four in five overs, and Radley's Sutton with four for 12 in eight overs.

The competition was sponsored by the Lord's Taverners.

## Millfield make it a double

Millfield School, Somerset, achieved a hat-trick of doubles by winning the Aberdare and Glanvill cup matches in London last week. In each final they won all three encounters.

The girls, in the Aberdare Cup at Wimbledon, were far too good for Queen Mary's School, Lylham St Anne, who won two matches, Talbot Heath School, Bournemouth, one victory, and Queenswood School, Hatfield, Herts, who came away empty-handed. This competition, like the Glanvill Cup for boys, is solely in doubles play.

The boys' event, at Queen's Club, produced Millfield's seventh successive title, beating each of their three rivals in the final. Sevenoaks School, Kent, had two wins, Magdalen College School, Oxford, one, and Manchester Grammar School got the wooden spoon.



Miss Countie Barrett, Rachel Maclean College of Education, takes the weight of Lyn Budd, Ashburton High School, Croydon, at the start of the Physical Education Association 'School of the Year' campaign.

## Tennis pointers

Young tennis players will get the latest in the Macdonald Library of Sport series. It is a well-presented, well-illustrated book which can help children on one of the finer points.

Tennis and Racket Games edited by John Barrett, Macdonald, £1.95.

## Henry Compton capture canoe honours

Henry Compton School, Fulham, London, took most of the honours at the London schools canoe sprint championships, held at Surrey Dock last week which brought much satisfaction to Mr John Whitworth, head of outdoor pursuits, who organized the event.

Perry Evans (250 metres) and Joe Pether (500 and 1,000 metres) won the three junior races to give Henry Compton the team prize as well as the overall championship for all the boys' events.

Scott Lidgett School, not far from Surrey Dock, won the intermediate and senior boys' team sections, with S. Barry coming first in both senior races (250 and 1,000 metres).

T. Jayes, Raines Grammar School, won the intermediate 500 metres with R. Bashford, Walsworth School, taking the 250 and 1,000 metres.

There was only one race in each of the three girls' categories, all won by pupils of Dalton Mount School—D. Atherley (juniors) and L. Smithers, seniors and open event. Needless to say Dalton Mount were also the overall girls' champions.

## In brief

## Poly preference

Sheffield Polytechnic is to give preference to home-based students because of a scarcity of digs in the city. Mr Alan R. Corbett, director of student services, said: "We believe that many Sheffield youngsters would gain by studying in their home area" but the new approach "does not imply a policy of regionalization".

## Schools' hovercraft

Nine Hertfordshire schools are competing in a hovercraft competition at Stevenage Teachers' Centre, Six Hills Way, today. The craft have been built by the pupils themselves in the school technology departments and cost between £100 and £300. Separate prizes are being awarded for design, craftsmanship and performance.

## Quality of life

Secondary schools in the Hampshire Educational Area have been invited to enter for "Project Respond", an award scheme sponsored by the National Westminster Bank and intended to encourage young people to involve themselves in helping to improve the quality of life, social amenities and the environment. Prizes total £1,000.

## Transport planning

A new part-time postgraduate course in transport planning is being offered at Sheffield Polytechnic for people already working in transport planning but who need to take a more comprehensive view of their role.

## CRAC guide

The Careers Research and Advisory Centre have published a guide to interdisciplinary courses for 1975/76 in cooperation with the Nuffield Foundation. The guide is part of their series of degree course guides.

## Recreation managers

The Polytechnic of North London have introduced a course in modern leisure, for aspiring recreation managers who cannot get release from their jobs for a year.

## MSc at 73

Mr E. M. Gleadle-Richards, of Walmer, Deal, who received a MSc degree in natural sciences at the University of Kent, Canterbury, last week, is 73.

## Archaeology degree

The University of Bradford is to offer an undergraduate single honours degree course in archaeological sciences in addition to the MA and diploma course in scientific methods in archaeology which is now in its third year.

## Resources research

A two-year research project is being jointly undertaken and financed by the College of Librarianship Wales and the Clwyd County Council to evaluate the development of resource-based learning in the comprehensive schools of Clwyd.

## Exhibitions

Summer exhibitions at the Museum of Mankind, which contains the anthropological collections of the British Museum, include the Tribal Eye, the Solomon Islanders, Yoruba religious cults, the Maya, Aborigines of Australia, and Eskimo art. Hawaii will open in August.

## Successful choir

Manchester Girls' Choir, who won the BBC's Let the People Sing youth section finals, are to represent Britain in this year's international radio choir competition. The 150-strong choir, founded in 1961, are sponsored by the city's education department.

## Social needs

Professor Bywel Griffiths, of the New University of Ulster, has been awarded £16,600 by the Department of Health and Social Security to look at the part played by voluntary bodies in meeting social needs.

## Search for jobs

The Standing Conference of University Appointments Services have introduced a scheme, SCUAS, which aims to help graduates to find jobs through the advisory and placement services of institutions other than their own.

## People

Professor R. D. Cohen, consultant physician and professor of medical medicine at The London Hospital (Whitechapel), has been appointed chairman of the Advisory Committee on the Application of Computing Science to Medicine and to National Health Service.

## Appointments

## Universities

Dr Martin Black, reader in biomedical engineering at the University of Sussex, to the chair of medical physics in the academic division of medicine at Sheffield University.

Dr Richard Whitfield, lecturer in bridge engineering at the University of Aston in Birmingham.

## Schools

Mrs O. M. Alderson, deputy head of Hampton Hill Junior School, Richmond upon Thames, to be head.

Mr John Edwards, deputy head of Thomas Tallis Comprehensive School, Blackheath, to be head of St Austin's Roman Catholic Boys' Secondary School, Charlton, London.

Miss Jean Felton, deputy head of Thorpe Grammar School, Doncaster, to be head of Newark Girls' School, Leicester.

Mr A. Gabert, Leacudjick secondary modern school, Cornwall, to be head of Mark Hall Comprehensive School, Essex.

Mr J. D. Robertson, Lodge Park Junior School, Hertfordshire, to be head of Chipping Ongar Junior School, Essex.

Mr D. Roberts, Hollybush Junior School, Hertfordshire, to be head of Little Farnon County Junior School, Essex.

Miss A. Smith, Kingshill Infant School, Ware, Herts, to be head of Little Farnon County Junior School, Essex.

Mrs Mary Lov, ILBA Centre, Green, to be head of Trafalgar Junior School, Greenwich.

I am not sure it is feasible

Feasible is an interesting word. It is used as a weapon by people in power to imply that they know what it is possible to do in a way that you can never know. They pretend to special knowledge which might prevent the most sensible and inexpensive alternative from happening. For example, I have heard heads say to teachers that it is not feasible for them to restructure their own classrooms, or to develop their own reading programmes, or to visit parents' homes, or to work with another teacher and share students.

If you don't question the substantial questions implied by the word, you will be defeated right away. However, it is easy to get people to specify, especially in writing, what they might mean by feasibility.

Feasible and infeasible are frequently used in a purely political sense to mean what the present political climate will or will not bear without conflict.

How can we evaluate it?

Whenever people talk about opening up schools in response to the needs of the pupils, or giving pupils and parents a say in the running of the school, they are sure to hear the cry of infeasibility.

How do we know it is infeasible? The experts, who have spent much time evaluating the schools as they presently function, say that no evaluation is, no more or

18/19 Europe 2,000 winning entries

20 Children's bookshops 21/23 Books: history, sociology, science

24/25 Resources: Internavex; Ford T project 25 Forum

## Reading between the words

Some definitions from a short political dictionary of educational jargon, compiled by Herbert Kohl, author of 'Reading, How To' and '36 Children'



I am not sure it is feasible



I will consider your proposal

This means I cannot tell you yes or no and cannot even give you a date when you will receive an answer. Never leave a meeting at which you present specific proposals without a date for the next meeting.

Also refuse to get referred to a lower member of the hierarchy. Go to the person with the power to make the decision or a recommendation, and keep on his or her back. Sit around their office if necessary and make their lives unpleasant. Become a burden. Whatever you do make sure that at each stage of the negotiations you do not leave the person's office without a date for the next meeting. If necessary set a limit upon the time you will allow for a decision.

## You're ego-tripping

I have often been accused of this in tight situations. For a while I responded defensively and talked about myself and my motives. I was responding from my bruised ego and let the issues slip away. In confrontations forget the ego business even if there is a certain truth (which there is bound to be) involved.

The issues are crucial—whether or not the lives of the young will be more sane. Under pressure people in authority will try to attack your person and get away from the issue. Responding to those attacks is a luxury that cannot be afforded during combat. Keep the issues and the goals clearly in mind and respond to those. Deal with your ego later and don't get involved in the authorities' judgment of you. Don't make a political confrontation into a Freudian therapy session.

## You are involved in an interesting experiment

Watch out when your work is called an experiment. Experiments succeed or fail, but there is no permanence to them. The schools might be falling apart, the students not attending classes or ripping the teachers and the physical plant apart, and yet if you try something that has a chance of making sense you are called an experiment and required to prove yourself in a specific period of time, while the regular school is not looked at in any critical manner.

Being an experiment is equated in the minds of people in power as being tem-

porary. Refuse that designation if you can, and in any case don't think of your work that way.

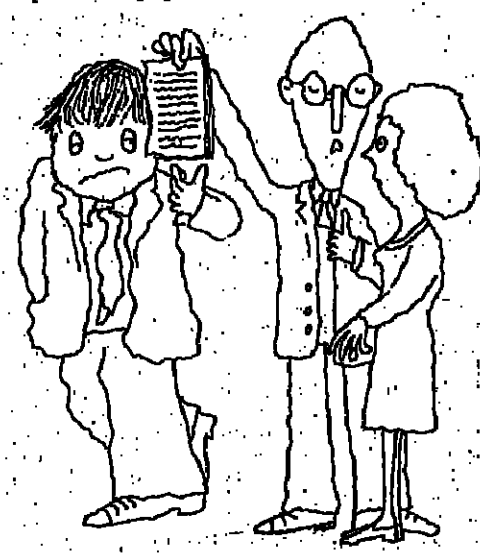
There is another danger in thinking of yourself as an experiment. If some of your ideas do not work, and if the children and the teachers know what will work better, the "experimental design" may prevent you from changing and doing what is sensible. After all, an experiment cannot be contaminated.

It is important to change and respond to what happens with the people involved in your work, instead of adhering to an abstract design. If you think of yourself as experimental, then there is pressure to remain with your original design no matter how stupid it might seem. If you consider that what you are trying to do is make a decent learning place for yourself and your students, the design is a beginning perhaps, a tentative statement of what you thought might work; but nothing to be bound to or take too seriously.

## We will research it...

Whenever a person who is in power uses the royal "we" instead of the royal "I", watch out. You are not favoured and it will be put on someone else.

When research is brought up, be doubly cautious. Research in education, since it proves nothing, can be used to prove anything. And researchers take time to do their work—in fact, as much time as there is money to pay for their work. It is possible to buy any kind of results you want, depending upon who you ask to set up the experiment and certify the results. Educational research is a rip-off and serves the purposes of the people who pay for the researchers.



## Why Banbury supply more than one third of Britain's squash courts

Excellent revenue earners—and negligible maintenance costs!

—says Geoffrey Barnett, Recreation Officer for the County Borough of Walsley.

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Banbury Modular Squash Courts cost only about half as much as conventional brick courts—and can be erected in 6-8 weeks on a prepared base. The playing walls are guaranteed to last for 10 years and are protected by a special finish which prevents the walls from becoming slippery. Furthermore, while replastering can put a conventional court out of commission for several weeks, this is not required with Banbury Courts.

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—says Jonah Banington.

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**BANBURY SQUASH COURT UNITS**



# Twenty-five years on

Short extracts from the winners of the Europe 2000 competition, organized by the TES in conjunction with the British National Committee for Cultural Cooperation in Europe

## Family life



Rebecca Spedding

This is what I think family life will be like in the year 2000.

Houses will be built of concrete with boxes on the roofs to catch the sun, and a large tin to catch the rain. This goes through a filter to make it clean for drinking.

Houses will be made in a circle around a plot of land and each house will have its own space for growing vegetables and crops. I won't see many flowers in the gardens, and there won't be many dogs around, unless they can learn to eat vegetables.

People will be allowed to have only two children.

Women and men will still get married, and the men will do more washing and seeing to the baby.

I will be living on vegetables and nuts and fudge meat, and drinking more water because sugar will be very scarce.

People will be riding on long bicycles with old people at the back.

I will be making my own clothes, even my coat and skirt, also I will make chairs, and other furniture. In fact most of the things I need.

People will buy and sell their garden crops at stalls near their homes.

I think we will all be thinner with muscly legs, and we will be used to doing without things, like my grandparents during the last war.

I think also that we may be unlucky, and have a huge hell come from outer space and make an enormous crater. If it landed in the sea, water would cover us all.

Rebecca, aged 8, St. George's Junior School, Colchester, did the piece on her own, not through school. Her mother says, perhaps she remembered some stories she told her of how her grandparents had to "make do and mend" during the war.

## European government

Steven White



The government would have an army permanently on the alert in case of any riots or small revolutions which might take place, as well as any invasions which might be attempted.

One of the main problems would certainly be the language barrier, and no country would be willing to drop their own language in favour of another country's. So the way to solve this problem would be to teach all the children in the world to speak the European countries a common language comprising words from most of the other countries' languages.

As some parents would not always bother to teach their children the old language of their own country, the language would gradually die out. So eventually the language of Europe would be the only language in use.

The only way it might have a setback is that the different countries would have been used to different ways of government; the way to overcome this would be to have the country which says was communist to continue to be run by the communist government. For example, a communist country has all its shops, factories and institutions owned by the government; so the shops and factories would still be owned by the European government and all its profits would go into the treasuries of

the Euro-government, while non-communist countries would have to pay tax but in a higher quantity, so all the factories whose main base was in a non-communist country would be able to keep a small amount of their profits.

Steven, aged 14, Romsey School, Hampshire, was told to write the piece as a school subject. He likes English, but then he likes most subjects. He keeps tropical fish.

## Home life

Bridget Atherton



Furniture for an ordinary family is very good, it costs a lot but it is very durable. Because there are so many people they have to make more houses so the houses have to be pretty small so we have to squish all the furniture.

In a quite up-to-date house the dining table would be under the floor and when it was needed someone would pull a switch and the table would come up immediately. All the equipment in the kitchen is built in either the wall or on the counter tops.

All the waste except for paper and metal is put into a little machine which melts them down and then goes down a pipe into the sewage system.

Some people, only very rich people, have a kind of robot in their homes. It isn't a kind of robot with arms and legs, in fact it doesn't even do what you say. You have to press a button. The robot type things are used for different things, for instance you can buy one for doing the house work. You press a button and it vacuums the house and different things like that.

When you want to go to the doctor if you feel there is something wrong with you he puts you in a machine which tests you to see what is wrong with you. I think the year 2000 will be a nice place to live in.

Bridget, aged 10, The Glendings School, Halifax, likes English. She had read some science fiction from her brother's bookshelf.

## Language developments

Jonathan Ball



"Here, carry this will you, liddle?" "Yes, sure," I answered, for I had nothing to do all afternoon because my mother had sent me out of the house so that she could tidy the place up. She had told me not to talk or have anything to do with any strange men. But she was always telling me that, so I was not worried. Although there had been a couple of explosions the other day in the area. Anyway these men looked very respectable.

The man spoke some language to me which was very fast and flowing. I remembered my father using it once when he was very ill, and had become delirious.

"What?" I said.

"Oh, sorry, you speak that Eurogish, don't you?" Here Henry, this had must be one of the first butlers. Sorry I forgot to speak the official language recognized by the European Community Government in Brussels," he replied sarcastically.

"Just think," the man continued, "in another few years how many brainwashed people like him will be roaming the streets? What country do you come from, spiny?"

"Europe," I answered, wondering if he was making fun of me.

"See, didn't I tell you, Henry. Now liddle, what's liddle?"

"Haggis?"

"There we are, complete ignorance. Ask any boy his age anywhere in Europe and you'll get the same answer."

"We're losing our identity fast. Our veneration is the last who can stop it. Only we know how it used to be. This is just the foot in the door, the language, government from Brussels, the same teaching throughout Europe, and the like. They're taking one language and customs and making everybody conform to them. It's easier this way, isn't it? One rule for everybody rather than many rules for many different types of people. Soon cities will be the same all over Europe. Ideas will become stereo typed."

Jonathan, aged 15, Regis School, Wolverhampton, wrote the piece in his spare time. The ideas were gleaned from Northern Ireland and a bit of Nineteen Eighty-Four, which he read recently.

## Work and play

Lucy Arlidge



By the year 2000 there will be very little oil or electricity. This means there will be very few cars, trains, aeroplanes, factories, and there will be very few metal toys, like toy cars, and toy aeroplanes.

There will be no plastic, because it comes from oil. There will be no artificial materials, because they come from oil. There will be very little paper to work on, because there are hardly any trees left.

We will have to make our own toys out of natural things, like straw. There will be hardly any toys, and not much furniture, because there will not be much wood to make the furniture.

We use toothpaste to brush our teeth, but in the year 2000 we may not have toothpaste. Bubble bath we could not use because there would not be enough water to have a bath. There will be no felt-tip pens. There will be some musical instruments.

Children will find life harder than now. Children will have to play with someone, or they will have to play some games that they make up, because mothers will not be able to buy toys for their children.

Things generally will not be as nice as they are now, unless people work out some way to deal with all the problems of the future.

Lucy, aged 9, Streatham Hill and Clapham High School, London, didn't enjoy writing her piece much; the form teacher suggested she did it. She saw a TV programme on a similar subject.

## Food and wildlife

Laura Whitehead



Newspapers were obsolete now, all of the major ones had gone bankrupt years ago, and the radio and television stations provided all the necessary information for the people. In fact these two amenities had been developed in the two years due to a drop of oil, which was the order of the day.

Even pop music had lost its former glory on the young population; and politicians were in abundance in all countries. Perhaps they were praying for a return to the old way of life where the pace of life was more and slow down. The pace of life was too many people were being left by the wayside for a life of insecurity, being shaken by their fellow human beings.

Go life in the year 2000 was not the optimistic happy time some politicians earlier predicted; nor was it the end of the world, as the world's general trend could be halted then the latter may well be in a state of chaos. Perhaps we ought to leave it up to the future, in the preservation of wild animals, even the criminals because even they could

At the zoos anyone who brings their dog into the city leaves their dog in the kennels at the zoo.

There is also a place for babies when the mothers want to leave them while they do the shopping. Most of these places are in large shopping centres. The babies and children are looked after up to three hours, then they go home.

Laura, aged 11, The Glendings School, Halifax, did the competition as part of her homework.

## House design

Duncan Mitchell



Duncan Mitchell sent in a drawing of an underground house, with a good explosion text: unfortunately the drawing would reproduce well in black and white. There were some of the features of the house.

The windmill acts as a dynamo to help light the house.

The roof is sloped towards the south to collect solar heat. This is like the windmill. It also helps to heat and light the house.

The water tanks are both sides of the roof to collect the water running off the roof. Also it collects rainwater pouring in, it is purified and then piped to the taps, the house have a cover to protect the water against pollution.

The outer layer collects from the air and also keeps the heat in.

In the garden, necessary food is grown covered with pollution-proof material. A machine blows oxygen into the cage to grow the plants air.

In the children's bedroom, to save space there is a triple-decker bunk bed. There is a working space on top of a chest of drawers and a chair. Three shelves with lots of books on them are there to entertain the kids.

Recycling room. To economise a bit I think houses ought to have recycling. It might cost a bit, but by the economy ways of recycling, it would pay off in the long run.

Duncan, aged 10, St James' Junior School, Bedford, did it from home. His father lives in a local college of education, and noticed the competition. "It was a bit of a chore," he says, but he enjoyed doing the drawing.

## Communications

Adrian Groves



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## K4710032ZHL

Alasdair Baker



## City life

Timothy Scott



It's a worse job of it than everyone else. The world could be stopped for one day, but everything could be set right, but then who is to say that what we think is the correct way after all.

Tim, aged 17, Plymstock School, Devon, wrote about the competition by a boy at school. He wrote it in his own time, and his English teacher sent it off.

We heard the globe-shaped car that is to take us through K4710032ZHL—alias Stoke-on-Trent.

We set off. The pyramid-shaped buildings on our left are houses, built of a type of clay-like concrete. It can be shaped into whatever shape the user desires. This is done by filling lots of differently shaped moulds with the mixture, then leaving it to dry for three to four hours. The result is a spectacular, stable type of brick. The pieces are joined with an extremely strong type of glue. This glue is made of nuclear waste and liquidized chemical reactions. So although the outside are pyramidal, the inside of the houses have cubes, cylinders and spheres on the roof which cast out weird and wonderful shadows in a strong light.

Large factories loom up about a mile away. There are three main products manufactured—house glue, food and nuclear energy packs. The nuclear packs are used as power packs for spacemen when they are doing repairs in space.

A globe-shaped building flashes past. It is used for one of the less publicized businesses—creaming. There are several force-field fences round the outside, for this is one of the most unknown, most strictly guarded buildings in the whole of K4710032ZHL.

Our taxi-cab driver notices that the fuel is running low and turns into—wait for it—a rubbish dump! The car lands lightly, and the driver gets out and asks for 40 donchsens worth of fuel. (Donchsens are the modern currency. 60 donchsens equal 1 glime, and 10 glimes equal 1 mittneren). The attendant nods and soon we hear the steady throb of pulped waste flowing into the tiny fuel tank. When the car starts an aluminium press turns the pulp into liquid. Then an obnoxious, smelly gas is added. The whole thing is ignited and is sent out as a non-poisonous, extremely powerful turbine energy.

Suddenly our driver realizes that our parking time is up. We race back to the car, just in time to see a white coated policeman slapping what looks like a red piece of tomato skin on to one of the car's windows. This "freezes up" all the entrances to the car and it will only be removed when the time of fifty donchsens has been paid. The policeman then "unsticks" the device with a special type of laser beam. Luckily for us, the driver has to pay!

Alasdair, aged 11, Excalibur County Primary School, Stoke-on-Trent, has teacher parents, so naturally they get the Times Ed. Mum kept nagging me to do it. She reminded me that I'd won a poetry competition when I was seven.

## School

Amanda Flood



will begin schooling perhaps at the age of four, as females as well as males will be in demand to work in the factories and production lines that will be needed in 25 years.

The aim in the first six years will not be to teach the child and learn rules, facts and figures into his head, but to prepare him for the world, and allow each child to discover for himself ideas that may influence his later life. This will be achieved by the child being encouraged to help to cut down violence in the children when they are a little older, preventing any yearnings of rebellion or may subconsciously evolve in a child.

The child will be encouraged to think for himself, and become a responsible individual from a very young age. The classes in these schools will be smaller—by 2000 the birth rate, in fact, will have been controlled so that there will be 20 in each class, as compared with 30 in 1975.

When a child is 10, he or she will begin to learn to think for himself and will be encouraged to think for himself. He will be encouraged to think for himself, and will be encouraged to think for himself.

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## Conservation

Elizabeth Trown



"I've always been a good union man, and I've had reason to look what they've done for me."

His father had joined soon after the great collapse of 1977, when the failure of North Sea Oil and the renewal of Arab-Israeli conflict had indirectly caused a slump in the oil industry. Union pressure, and a genuine desire on behalf of the government to keep unemployment down, prompted the state to subsidize the industry even further and promote a campaign for increased consumer demand.

It had seemed a happy coincidence when a new petrol compound was discovered, and people gradually learnt to put up with the brown exhaust and ammonia-like smell. In cities and at road sides it was common to see buildings and plants covered with a sooty, orange film: at first both had been cleaned, but local authorities soon found this method too expensive to continue and subsequently 60 per cent of Britain's greenery disappeared. Pflers were devised, but their rate of efficiency was always too low to be effective.

Petitions and protests were endless, some organized, some spontaneous outcries by people who remembered "the old days", but they always collapsed when faced with the bogey of the 1970s: unemployment—"What is worth more, a man's livelihood or green trees?"—was the slogan of the day, and as people had learnt to put up with oily benches and dead lakes, they learnt to put up with the new brown rust.

Elizabeth, aged 18, Horsham High School for Girls, Sussex, says the competition was announced in assembly. "I had a break in A Level work, so I thought I'd do it. I thought of teaching for a living, but I've been reading that it's an overcrowded profession, so I don't know what I'll do."

Sian, aged 14, Swanhurst Girls' School, Birmingham, got the details of the competition from her English teacher, who left it to the class to send them in.

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## Economic cooperation

Adrian Butcher



If the whole of western Europe formed a community to combat inflation and unemployment, at least we might get back on to the right track. Italy and Spain, for instance, could produce citrus fruit. They would, of course, have other fields of employment, but these would only produce for their own country and they could buy (if they needed to) from the community if they had a bad harvest that year. It would be some freak both countries had bad crops of citrus fruit. These and different items would be produced on more or less the same basis. Sugar beet could also be grown.

West Germany, Sweden and ourselves would build oil rigs for the North Sea project.

If Belgium wanted fruit produced by us and we wanted Belgian wheat, then a straight swap could be arranged. This, however, would not be used when steel is involved. Gold will still be used in this case, therefore only edible goods will be "bartered".

The capital of "Europa" would be Brussels and London would be next in line to it.

The whole idea is that all the brains of European countries can work together, openly helping themselves and everybody to a brighter future. No longer would top brains have to wait for the next economic move. In time it could prove to be a springboard for a better world.

Adrian, aged 11, Tabbot County Combined School, Poole, did the piece as homework. "What with inflation and the economy, I thought I'd write something about it."

## Pollution

Adrian Kennedy



The skyscrapers that characterized the city only 20 short years ago are gone, and the city is a flat concrete slab. The only protrusions on the flat plain of concrete are the small squat filter-plants, which cleanse the poisonous air.

Pollution is now a deadly sin, all machinery including transport is run by electricity, which is "clean and healthy" or so the advertisements say. These precautions are too late to save the present generation living underground, but future generations might once more be able to smell the spring air.

It is a cold January morning, at least that is what the people are told. It does not make the slightest difference in reality, the government could make it cold any morning, they could do anything, including speeding up our nights, in order to increase work output without us knowing.

Everything is done to simulate the life enjoyed above ground almost 20 years ago. It's all so absurd. Life, however, goes on as normal, the people travel hectically to and from work at the appointed times, travelling along vast, spotlessly clean walkways or on the electric hover trains that cover the city in a vast network of lines.

The city is divided into four levels, one for work, one for living, one for what the government calls "communal entertainment", and one level for government and administration.

The living level consists of row upon row of little boxlike self-contained living quarters, each one exactly the same as the next in its external appearance. Inside, however, each one is completely different. The colour scheme can be selected at the flick of a switch to suit the mood.

The people want to rebel, to break out of the shells that are growing round them, they want to live, they want to breathe the fresh country air that many of them remember from their childhood, but the fresh air has turned stagnant, stale and poisonous weighed down by the waste products of a bygone age.

Adrian, aged 17, Bishop Challoner School, Shorncliffe, Kent, saw details of the competition from his mother's TES. "I do quite a lot of writing, so I thought I'd enter."

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# A new map for a new class

On the eve of National Children's Book Week,  
Mary Hoffman looks at the growth of children's bookshops

If you know the whereabouts of the Owl and the Beaver, Badgers and the Pelican, not to mention the Dragon, the Hobby Horse and the Angel, you are almost certainly a connoisseur of children's bookshops. But, however easily booksellers signal their wares to children, it takes more than a name to get them over the threshold.

When a children's bookshop opened in Manchester in the late fifties, it quietly expired but in the dozen or so years since Blackwell's first children's shop started in Oxford, children's books have become an important slice of the market. Curiouser and curiouser, this at a time when illiteracy figures have shocked money out of the government and the debate about reading standards is at its hottest. Nancy Rhodes, chairman of the children's group within the Booksellers Association, who runs the Pied Piper at Shenfield, suggests that television is no longer foe to the book. "This business of children watching TV instead of reading is a myth of the past," says Mrs Rhodes. "Now they come to buy the books that have been read on *Jackanory* or turned into serials."

In all parts of the country booksellers are noticing a new reading class growing up, of children from not very literary, or even illiterate, homes who have been introduced to books by another agency, usually television or the teacher. This may account for the numbers of independent bookshops that have appeared like manna outside London in recent years to sustain a book-hungry public. But in children's bookselling, at least, it is recognised that a little carnival dangling may be necessary before the appetite is stimulated.

Paul and Valerie Latcham, who started the Hereford Bookshop just over a year ago, devote half their shop space to children's books and make sure that the local children know they have them. "You can't just open your doors and sit behind the till waiting for customers," says Paul Latcham. "It's up to you to get children interested." So the Latchams held a three-day "Book Bang" just before Christmas: Ronald Dahl came to sign for them, there was a demonstration of paper-tearing and thousands of children streamed through the hall to see unimaginable mountains of books.

In a town the size of Hereford everyone knows the Latchams by sight; when children come in they find small chairs to sit on while they browse through paperbacks shelved alphabetically under title, because Valerie Latcham has noticed how rarely they know writers' names. They are encouraged to handle books and, if they don't know how to, they are shown. "It's like a library without wheels," I heard a small customer whisper.

Seeing books from a child's eye-view is as much a matter of good business practice as of post-Plowden ideology, but not all book-sellers manage it. Even those who do often have a hard job to counteract the well-meant intervention of parents who shush their children and warn them not to touch the books. King's Lynn booksellers John and Maureen Prime have a private fantasy of a voice saying: "Children welcome, particularly if unaccompanied by an adult." The Primes, who have been trading in King's Lynn for seven years, recently moved to a shop in the town's new pedestrian precinct. Just a few doors from Sainsbury's, among the shoe shops and bakeries, they are trying to run the kind of place that's a normal stop on the shopping list.

"Many children's bookshops are in middle class areas," explains John Prime. "But King's Lynn has a high proportion of agricultural workers and most of our customers are working class." Children's books are Maureen Prime's special concern; she doesn't travel out to Norfolk's tiny schools, because the villages are so scattered and villagers come in to the shopping precinct quite regularly. "Bringing the children into the shop, not taking the books to the children" is the Prime's principle and they do it partly by holding painting competitions and by getting authors like Richard Adams down to sign in the shop, partly by their accepting and understanding attitude. Parents who barely read themselves come in to ask for GCSE texts and children who can't afford to buy are advised to go to the library.

Customers couldn't be more different in the children's Hotters in Cambridge, a town whose dozen bookshops are largely Gown territory. Jean Clarke runs this one, which

has been open for six years, with a team of four approachable young women who suit the shop to the child. Flat-topped red cylinders are scattered over the floor to sit on and there is a funfair disorienting mirror downstairs and a low washbasin reachable by the three feet tall.

Hotters have organized two Children's Book Shows which were traffic-blocking successes. In the school where the shows were held, children had to be filtered through in waves because there were too many for the fire regulations. With their literate clientele, Hotters clearly don't need to promote children's books. But John Cheshire, the general manager with special responsibility for the children's shop, makes many evening visits to WIS, ladies' circles and parent/teacher associations in the surrounding villages, taking the latest or the best books with him.

Physical location is an important factor for any bookshop, but particularly a children's one. Hotters is in a one-way street which is not too difficult to cross, but the Pied Piper in Bristol doesn't have very many child customers in a street which leads away from the main shopping centre to the University. It started as an all-children's bookshop in 1930, which sounds like a record, but it went general after the war and half the present shop is adult. At Austick's of Leeds, in a supermarket main road, an unaccompanied child is a rare sight and the children's section makes few concessions to young customers.

The Rainbow in Walton-on-Thames has an ideal site at the end of a shopping street, but set well back from the road. Joan Dashwood, who started the Rainbow 11 years ago as the second all-children's bookshop in Britain, uses the wide pavement for all sorts of high jinks. From Halloween parties to match-cover rubbing, it's an obvious asset, but Mrs Dashwood could clearly sell books in a leaky tent in the middle of a motorway and her shop would still be full of children. She is the doyenne of children's bookselling, quoted and referred to everywhere, but says of herself, "My day is over. Bookselling has caught up with other trades now and it's a commercial business like any other: it's the

sonal side is going." From the beginning the Rainbow had weekly story-tellings, given by Pat Knight, one of the four part-time staff, who would dress up in witch's hat and cloak. Some of the inhabitants of commuter-belt Walton refer generically to the Rainbow ladies as "the witches" and tap their heads significantly.

But children drop in on their way home from school to chat even when they don't buy a book, living up to Joan Dashwood's intention that the shop is "their place". It is full of mobiles representing characters from books, made by a local artist, and there are lots of soft toys for younger children "so that they won't treat the books as toys". As well as parties and painting sessions on the pavement, there are visits from authors and illustrators, but there are no signing sessions. It is Joan Dashwood's policy, which a surprising number of visitors accept, to have a story-telling or demonstration without fee and without any pressure to buy the celebrity's books. She gets the visitor to sign stock copies which then sell very well in the weeks after the session.

The enthusiasts in children's bookselling form a kind of young boy network over the country, very much in touch with what their fellows are doing. One name that ping-pongs from shop to shop is The Red House at Thame. Four years ago John and Judith Skinner were looking for somewhere outside London to start a children's bookshop when they chanced on a dilapidated eighteenth-century red-brick house in a pretty Oxfordshire village. No-one else wanted to buy it so the Skinners opened their bookshop on the ground floor of a child's archetypal house, square, many-windowed and looking as if it opened with a hinge all down one side. In a very short time John Skinner has put the Red House firmly in the centre of the children's book map and people come from three counties away to buy books from his new house—also read—in the High Street.

John Skinner was encouraging when two Leeds librarians wrote and asked his advice about setting up their own bookshop. Meg Gardner and Norma Thompson make no secret of the fact that it was disenchantment

with the local library service that spun them into starting their own business. Leeds "never felt the need" for a children's library, but these irrepressible ladies spun the word by starting a Children's Book Club and giving talks, taking a stock of books from the local Smiths. Eighteen months ago a double-fronted house fell vacant in Cross Gates, a large suburb of Leeds where the council estate and the semis rub shoulders. Mrs Gardner and Thompson, with no capital at all, persuaded a bank to lend them all the money they needed to start children's bookselling in an area which had never had a bookshop. It was a kind of miracle. "Of course, we couldn't do it if we'd needed to make a living," says Meg Gardner. "No one makes money selling children's books." The women, who are both married to school teachers, work full-time in the shop and pay themselves a small sum out of the takings. School holidays are split between the two couples, husbands help at weekends and two out of their four children are brought up in the bookshop.

As if this were not enough involvement, the two women are out talking and selling books two or three nights a week to Playgroups and Housewives Register meetings. Twice a week they have morning sessions in the shop and there is a playroom as part of the premises. Various teachers from a local school will bring a whole class of children to learn how to use a bookshop. Mrs Gardner and Mrs Thompson read about 75 per cent of the stock; it is selective about what they keep; there is no Enid Blyton on the shelves.

"Ninety per cent of what we stock we wouldn't have in a really commercial shop," Meg Gardner says cheerfully. "We're very good terms with the man at Smith who wishes us all and thinks we're on the road to economic disaster. But if we start to become like businessmen about it, we'll give up." Talking to Mrs Gardner it seems that there is still room for people who don't see the only connexion between books and children in terms of falling money.



from antiquity to Feudalism. By Perry Anderson. £5.00. 200 pp. 70 X. Lineages of the Absolutist State. By Perry Anderson. £3.50. 90 pp. 16 X. New. Left Books.

It is a bold man who undertakes to write a history of Europe in a single volume. Perry Anderson intends to do this, and here are two volumes in a set, carrying the reader from ancient Greece to the end of the old regime.

The second volume, *Lineages of the Absolutist State*, is a central argument about the importance of Western Europe in world history. Volume 1, *Passages from Antiquity to Feudalism*, deals essentially with the feudal mode of production, dominant in western Europe in the Middle Ages. It is characterized as a synthesis of two earlier modes of production—the antiquity, and the tribal mode, dominant among the barbarian invaders. Thus the medieval serf's position was midway between the slave of antiquity and the free tribesman. Medieval towns were more important than the towns of Greece and Rome but more important than the towns of the Dark Ages.

However, such a synthesis of Roman and barbarian elements was impossible east of the Elbe, where the Romans had scarcely penetrated. Tribal society survived much longer there, and towns were weaker. The enslavement of the peasantry also took place much later in the east, in the fifteenth and sixteenth centuries. Hence the rather cryptic term "passages" in the title of the first volume. There were different paths to feudalism.

The second volume, *Lineages of the Absolutist State*, is much longer and the general argument is harder to follow. One might have expected the volume to centre on that "transition from feudalism to capitalism" so much debated by historians. It does not. The development, or rather the "trajectory" of capitalism will be the subject of a later volume. This one deals not

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## Paths to modernity

Peter Burke on rewriting European history singlehanded

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# A budget of 'coffee and cookies' money

ERNEST MILLINGTON on Inter Navex

The leader of a small New York teachers' centre told me recently that she had great difficulty in getting hold of "coffee and cookies" money, but no problem in obtaining grants of equipment valued at up to \$20,000.

Looking round this year's Inter-Navex exhibition the impression was that, except for the wealthiest authorities, we are condemned to run our centres and our schools on "coffee and cookies" money. With it we must try to balance our capital and revenue needs and frequently go for equipment that is multi-purpose or excessively labour intensive. We need, for example, better ways of producing clear and professional looking lettering for exhibitions, posters and headings for articles in the innumerable magazines and reading books schools are now making for themselves. Letter-set sheets mean painstaking lining up the letters and avoiding mistakes in spacing.

At Inter Navex Eurographics, of Weston-super-Mare, were showing a portable dry lettering machine, the Murotype Varafont 3000, operated rather like the large size Dymo machine, but with a variety of pens, letters, automatically spaced and aligned, on to self-adhesive tape. A bonus to anyone preparing originals for printing, duplicating or making up posters or setting up an exhibition. But at £440 the machine is out of reach to all but the wealthiest of schools, granted that a comparable result can be ardently achieved manually.

I was impressed by the Memorex ATC system which offers the excellent Memorex recording cassettes packed in boxes of 20 in a number that enables the boxes to be used as part of a filing and recovery system. The suppliers, Memorex (UK) Ltd (50 Salisbury Road, Hounslow, West, Middlesex) are one of the minority of exhibitors whose stand has been presented exclusively for the education market. Each cassette has a red side and a blue side to facilitate immediate distinction between forward and reverse tracks.

Inter-Navex '75 does not provide all the help we would have liked, perhaps because teachers do not yet express sufficiently loudly or clearly what their real needs are.

CHRIS MORGAN reviews audio-visual equipment

## Simplification up to a point

One-to-One cassette copier/editor, Signatran Audio Visual Ltd, Woodman Works, Dunsford Road, Wimborne, Dorset, BH19 8DR. Price: £145 plus VAT.

The "One-to-One" cassette copier is primarily aimed at those who require single copies of a master tape. Copying speed is 1½ ips, which is the normal play/record speed. Provision is made for copying both audio and pulse tracks for tape/slide programmes in the same pass. A 1½ inch for a 600 ohm headset enables the operator to monitor the master tape but not the copy.

Editing is carried out by ejecting both cassettes, then reinserting and advancing the master until the unwanted passage has finished. The unwanted cassette is then reinserted and the duplication process continues. Alternatively, fresh material may be added at any point either by swapping master cassettes or by feeding from an external source into the din sockets provided at the back.

When a teacher needs to make a copy of a cassette he is usually faced with a choice of wires, an assortment of din plugs, a search for two cassette recorders and a certain amount of frustration. This machine eliminates the need for extra leads, plugs and recorders as the whole apparatus measures only 368 by 235 by 111mm.

However, in the early stages of familiarization, there were still some frustrating experiences. This was the result of the extremely difficult recording level control. The control knob is numbered from 1 to 6, but, for most normal purposes, adjustment will be made between 1 and 1.3.

Finding a balance between music and speech took much time and effort. A recording, containing train sound effects, playground chanting and normal talking, almost defeated us. Added to this the recording level meter is difficult to watch unless the machine is almost at eye level.

There was also some initial difficulty in fast rewinding without ejecting the cassettes; the same lever controls both functions. In fairness it must be said that this mishap disappeared as we became more familiar with the equipment.

Perhaps the main disappointment was with the instruction sheet. A few diagrams would have been a great help. No mention was made of how to switch the pulse record (2nd) channel in and out of operation. This operation consists merely of turning a screw on the back of the machine.

The "One-to-One" copier is certainly a useful, neat, compact machine. Any school or teachers' well think seriously about purchasing one, provided that they are prepared to spend time familiarizing themselves with the controls.

Against this must be weighed the fact that most establishments already have two cassette recorders which, linked together, could do a similar job. Then again, if sufficient copying is done to merit the purchase of a copier it might be better to think in terms of a machine which operates at high speed.

These reviews were commissioned by Newham Audio-Visual Aids Association.

## Training the trainers

by Carolyn O'Grady

A do-it-yourself training kit for trainers of those who volunteer to teach adult illiterates has been produced by the Adult Literacy Resource Agency; 1,500 will be given away to LEAs who have applied in the agency for money and equipment for adult literacy projects, and others will be sold at £4 a kit.

The Adult Literacy Resource Agency, which has a £1m Government grant to coordinate a national campaign, has now received bids for a share of the money from almost every local education authority in England and Wales. In order of priority the money has been given for training tutors, teaching and reading materials and audio-visual and technical equipment.

By the end of the year it is hoped that 10,000 people will have volunteered to teach adult illiterates either on a one-to-one basis or in groups. In particular large numbers of volunteers are expected when the BBC's lessons for adult illiterates begin in October.

The agency, however, is aware of a serious shortage of trained professionals to teach them, which the kit is designed to alleviate.

Miss Catherine Moorhouse, director of the Inner London Education Authority's adult literacy schemes, who has directed the production of the kit, said that it was aimed at the comparatively isolated trainer, both experienced and inexperienced. The kit consists of a tape cassette illustrating the social and personal difficulties of some potential students and, on the other side, particular reading difficulties and six booklets, the subjects of which include early stages in reading and writing, a structural approach to reading through learning letters with the sound they represent, spelling and writing, extending reading and writing skills and planning lessons.

It has been put together by experienced literacy tutors and administrators from LEAs and voluntary schemes, many of whom were also involved in the production of the BBC's *Adult Literacy Handbook for Tutors* (reviewed in the TES on page 127, June 20, 1975).

The bulk of the materials are contributed from junior and secondary teachers in the form of transcripts of lessons together with com-

## Bridging the gap between theory and practice

MARGARET COOK on materials produced by the Ford T Project

*Ford Teaching Project Materials, The Ford Teaching Project Centre for Applied Research in Education, University of East Anglia, University Village, Norwich NR4 7TJ. Cost per set: £12.50 (plus postage); cost per booklet: 60p (plus postage).*

The teaching profession has for too long suffered from writers who ponder to the hope that somewhere there exists a pedagogical philosopher's stone which will turn all our practice to the pure gold of success. The result has been that, when innovations, apparently sound in theory, have failed in the classroom, we have blamed the theory (and educational innovators have doubtless blamed us).

The Ford Teaching Project started from a different premise: that the gap between theory and practice is essentially a real one, and that bridging that gap requires further classroom-based research into both the effects of implementing an innovation and the construction of new methods and techniques appropriate to the innovation.

The innovation examined by the Ford project is the use of inquiry/discovery methods in the context of so-called topic or project work, social science studies and science teaching. The research attempted both to find a reason for the sense of failure which teachers often experience in using these methods, and to suggest a remedy.

The project's findings and its guidelines for classroom practice are published in a pack of 21 booklets which reflect the membership of the project: three are by the central team of university researchers (John Elliott and Clem Adelman), four by one member of the central team and one or more of the 40 participating teachers, and 14 by the teachers themselves.

The bulk of the materials are contributed from junior and secondary teachers in the form of transcripts of lessons together with com-

mentaries by the teachers involved and members of the central team. The booklets are grouped into four units: *Patterns of Teaching* which illustrates a range of teaching patterns and also provides the rationale for the project's hypothesis; *Research Methods*, which gives illustrations of different ways in which teachers can use self-monitoring techniques, and *Rationality for Classroom Action Research*; *Hypotheses* which provides generalizations about the aims and difficulties of inquiry/discovery teaching; and *Teacher Case Studies* which gives accounts of related teaching situations extending over several weeks.

The project team suggest that initially some booklets from each unit should be read, rather than 21, and groupings of eight or nine booklets for particular audiences are suggested in the handbook, the range of audiences including heads, experienced and probationary teachers, LEA advisers, teachers, trained and educational researchers.

Even so, new readers are likely to be at a loss as there is no one explaining the relationship of individual booklets to the rest of the materials. Moreover, the whole pack has no overall editorial comment, other than the cyclostyle handout. The structure of the materials is, in fact, clear from the title of each unit, but this may emerge if the whole pack is not read at once.

The Ford project team have made an honest attempt to bring participating teachers face to face with what they are doing, and as a result these booklets sometimes reflect the repetitions and diffuse nature of the spoken word rather than its coherent, argued, sequenced arrangement of a good book. On sympathies, but at the same time the experience of working with physical resource material suggests that, however valuable the material

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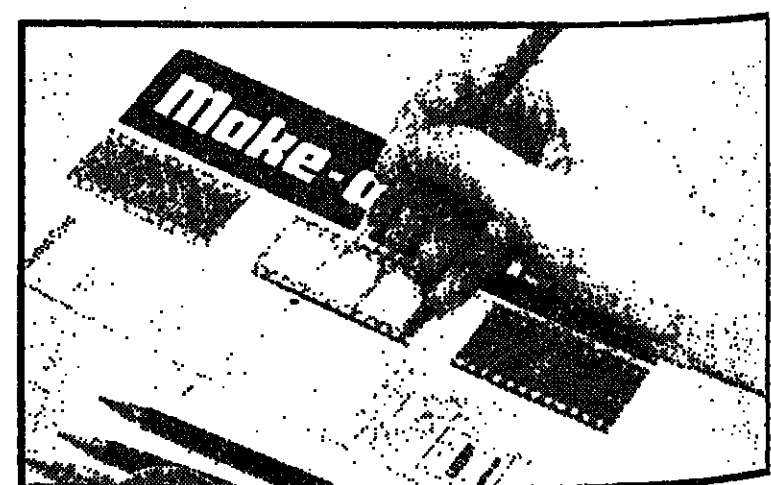
## Do-it-yourself filmstrips

"Make-a-Filmstrip" kit from Gateway Educational Media, St Lawrence House, 29/31 Broad Street, Bristol BS1 2HP. Price £5, plus VAT and carriage.

There has always been a need for audio-visual aids which not only appeal to children but which are easy and quick to prepare. Most children enjoy watching a filmstrip and this kit provides the teacher with an easy way to adapt the medium to suit his precise needs. Indeed, if the kit fails to produce suitable programmes then it will be the fault of the teacher, since it is he who creates the material to be projected.

Each kit contains enough translucent film to make 16, each 24 single frames long. Ten filmstrip containers, a set of chinagraph pencils, a layout card, a blank audio cassette and a complete splicing kit are all included in the price.

To produce a programme it would probably be better if the teacher first prepares written notes with details and perhaps pictures for each frame. This will avoid too many mistakes on the actual filmstrip. The filmstrip is cut to the required length using the splicing block and blade provided. Allowance must be made for enough frames for a leader and trailer. The film is then threaded mat side up through the layout card which holds it in place and which accurately locates the notches of each frame. Now comes the most difficult part of the operation. Each frame is drawn individually on to the film using either the pencils provided or



felt-tip pens. If care is not taken at this stage the projected image will emphasize ragged printing or other mistakes. The pencils were less difficult than felt pens in this respect. Useful guidelines and a location matrix, which help produce a more polished result, are provided on the layout card.

It is also possible to overcome the problem by inserting the film into a typewriter. Fortunately, instructions are included for the correction of mistakes, and it is important to follow the manufacturer's advice if unsightly and distracting scratches are to be avoided.

When the frames have all been completed the filmstrip is ready for projection, and if the programme is projected, any if the programme is satisfactory it is possible to make it permanent by spraying with a lacquer fixative (not included). Alternatively if it is a question of "back to the drawing board" the whole filmstrip can be wiped clean.

For the more adventurous who wish to make a taped commentary a blank cassette is provided. Combining the strip with a synchronized

commentary is a useful way of providing cheap programmes for use in the automatic filmstrip viewers which are currently popular.

None of the filmstrips produced showed signs of fading or other deterioration in use. Nor was there any evidence of buckling, in fact the material used stood up to heat better than most ordinary filmstrips. The only significant problem was the kit concerns the splicing equipment. On the block the cutting implement to be drawn across the film in a straight line, on the sample the channel was too shallow and the blade slipped off the film. It seems to be to use a sharp knife to deepen the guide and then to use a good modelling knife to cut the film. Provision for securing the block to a table would have been useful.

The kit affords an excellent opportunity for teachers to experiment in the production of their own materials. The only limitations to the teacher's ability to think in this medium.

continued from previous page

may be, in terms of a realistic use of teaching time, a handbook is necessary.

Again, some of the booklets run to only a dozen or so pages, for which 60p seems a lot; it might have been better to have issued only a few of the booklets separately, since most are interrelated and derive their importance from the context of the whole. An ideal solution is for teachers' centres to buy the whole pack, from which teachers can select those booklets which they find relate specifically to their problems.

All the case studies are of teachers who had been previously trained in self-monitoring techniques and self-professed to be interested in using inquiry/discovery methods. The ability of these teachers to analyse their own performance, particularly their use of questioning strategies—and to admit failure and disengagement—is striking, and it would be an unperceptive teacher who did not find himself identifying with at least one of them.

Two of the other booklets, *Classroom Action Research* and *A Stranger in the Classroom*, explain the rationale for self-monitoring techniques, and together with the booklets suggesting hypotheses for inquiry/discovery methods (*The Innovation Process in the Classroom* and *Implementing the Principles of Inquiry/Discovery Teaching*), and *The Language and Logic of Informal Teaching*, which suggests a general model for classroom practices) these provide the theoretical framework for the work of the project, and are essential reading.

It is suggested that teachers' lack of understanding of the aims of inquiry/discovery methods (here accepted as "enabling independent learning") quite often results not only in inappropriate use of inquiry methods when straight instruction is called for, but, much more importantly, in the misconception that the value of such methods lies in the acquisition of content rather than in the learning of reasoning processes. This is brilliantly illustrated in the booklet *The Tins*, in which six nine-year-olds routinely and along time quite mistakenly attempt to isolate the rusting component in tins cans.

Many of the pitfalls of inquiry methods are demonstrated: terminology is initially not clarified so that the teacher thinks the boys are talking about tin (cans) while they are talking about tin (can) the boys are unable to persuade the teacher of the authority of their own reasoning because his use of language is

much more powerful than theirs; there is a near disastrous intrusion from the outside world when the caretaker makes a suggestion about the boys' experiment.

Yet, both the transcript and the commentary in revealing the fine print of the boys' reasoning, demonstrate the real virtue of inquiry methods: that pupils, when allowed to think things through, can exercise independent thinking.

The *Tins* also illustrates one of the major assumptions of the project's theoretical framework: that the use of language, and especially of questioning techniques, is the most important teaching strategy in the use of inquiry methods, and that the use of productive questioning techniques is not the result of chance but of careful self-observation by teachers combined with recourse to appropriate strategies.

These strategies are examined in detail in *Implementing the Principles of Inquiry/Discovery Teaching*, which is an excellent practical handbook for all teachers engaged in inquiry/discovery methods. *Classroom Action Research* and *The Stranger in the Classroom* explain the principles behind self-monitoring techniques, which are seen not as the despairing resort of those who recognize the subjective nature of much pedagogical research, but as a possibly objective account of classroom life, made possible by the teacher's submitting classroom data to the "triangulation" procedure—to the scrutiny of other participants (that is, pupils) and a neutral observer.

Subjective accounts of one's own teaching are seen as arising from social contexts: how we think others will evaluate our performance encourages both rationalizations and self-deception. The self-monitoring teacher must, for the purposes of this exercise, place himself outside this evaluative context, if he is to observe himself competently. The relevance for initial training is obvious.

*The Language and Logic of Informal Teaching* supplies a hierarchical model of classroom organization, distinguishing between activities which aim for learning, practices and methods. Thus, formal/informal are seen as organizational terms, "informal" classrooms being those where children work relatively independently of the teacher, and "formal" those where the teacher directly controls and supervises all the children's work.

The kind of work done, however, is not seen as relevant to organizational practice, unlike, for example, the assumptions made by many

"open" educators that "informal" organizations imply the use of "activity" or "discovery" methods. Instead, the teacher's expectation for his pupils' learning is the criterion for his use of particular methods.

Inquiry and discovery methods are distinguished from one another: both can involve the use of either guided or open-ended methods, but discovery methods presume the structuring of learning outcomes whereas inquiry methods presume unstructured outcomes. Given that teachers using inquiry/discovery methods accept the underlying value system of the model (the fostering of rational autonomy in pupils), differences in pedagogical practices are likely to stem from the different ways in which teachers view the possibility of implementing the process of independent reasoning; for example, some teachers will assume that children are capable of working out for themselves problems which are defined by the teacher, whereas others will accept that children can define the problems as well.

Situations which are not suitable for inquiry/discovery methods (such as the learning of basic skills and the acquiring of essential preliminary information) are enumerated elsewhere in the material and it is made quite clear that not all learning outcomes are suitable for inquiry/discovery methods, nor should these methods be expected to produce learning susceptible to testing by traditional procedures. Altogether this amounts to a powerful rationale for the use of inquiry/discovery methods, and always within the framework of the realities of classroom life.

Undoubtedly classroom practice has long been in need of this kind of stringent dissection, particularly since it has been subjected to ideological measures from several sides which have not made explicit these practices which have been advocated or condemned. Teachers will be quick to see the practical value of this material for the implementation of one of those practices and use it to improve their own use of inquiry/discovery methods.

One would hope, however, that the potential of self-monitoring techniques and the triangulation device would be explored further in initial and in-service training for all those—teachers, social workers, nurses, management executives—who are concerned either with professional training or with the implementation of innovative practices. It is, after all, not only teachers who are faced with the messy business of turning ideas into reality.

## African quiz

Two recent publications from the International Defence and Aid Fund for Southern Africa take the form of a quiz. Both *Zimbabwe Quiz* and *Apartheid Quiz* provide essential facts and figures on South Africa and Rhodesia in a fairly simple question and answer form.

In the 40 page *Zimbabwe Quiz* maps, diagrams, tables and graphs supplement the text. The sort of questions dealt with concern the number of Africans with the vote in Rhodesia, the strike laws, Rhodesia's current military expenditure and ZAPU, ZANU and the ANC.

*Apartheid Quiz* on South Africa looks at similar questions and deals with the means of segregation. Both pamphlets are up to date and are careful to stick to the facts. Both have a comprehensive index and the *Zimbabwe Quiz* has a list of suggested reading.

Available from the International Defence and Aid Fund, 104 Newgate Street, London EC1A 7AP, at 20p including postage.

## Puppet theatre

A puppet theatre has been designed by the Linguaphone Institute Ltd, to assist in the teaching of French in primary schools. The Linguaphone Playpuppets French Theatre is a complete kit for the production of three short plays in French with hand puppets. It is designed to involve all members of a class and to help them learn and practice carefully selected vocabulary and syntax.

The theatre is made of tough card, and the company claim, converts quickly and easily into a colourful, portable box measuring 24in by 15in by 6in. Each play is recorded twice in French on a 4in tape. The first version is dramatized and includes sound effects. The second run has timed pauses for repetition for the class. The class take it in turns to operate the puppets.

Linguaphone Institute Ltd, Linguaphone House, 207-209 Regent Street, London W1R 8AU.

## Informing the informers

by Nicholas Beattie, Lecturer in education, Liverpool University

What do postgraduate Certificate in Education students complain about when they look back at their own education? If our Liverpool students are typical, most criticize the type of advice they received in the first years of the secondary school.

Choice of subjects, courses and career prospects. No doubt some of the criticisms regularly voiced are unfair, but there still remains a solid substratum of disquiet—UCCA forms filled in with rather less information to hand than is available to the average student whose attitude to polytechnics could be summarized as "Over a dead body"; three or four degree courses, chosen under the delusion that they would be useful; which subsequently turned out to be little more relevant to real-life employment than ancient Greek or medieval history.

Why should these things be? The answer is surely fairly obvious. In the past 10 or 15 years, tertiary education has expanded and changed quite radically. New courses, qualifications, institutions and prospects have proliferated.

For example, in 1960 a "training college" was generally a small, conventional institution which recruited a well-defined type of person to do a well-defined type of job. No one would care to prophesy what that college—now a "college of education"—will be undertaking by 1980? Meanwhile, throughout this period of flux, those who teach the upper forms of secondary schools and who are, therefore, most closely involved with young people at moments of choice have, on the whole, remained university graduates, whose own experience as pupils was in grammar schools before (say) 1965.

This means that unless they have gone out of their way to inform themselves about the wide variety of opportunities now open at 16-plus and 18-plus (and many of them have made that effort) they remain somewhat hazy about what is available. A vicious circle tends to be set up, of inadequate information leading to inadequate advice. Those inadequately advised at 22, without being in any better position to advise their charges.

The point at which this circle must be broken is in teacher education. In this belief, over the past few years I have organized visits to several institutions of higher and further education on Merseyside, and to a number of colleges of education. These visits take place in the summer—after the completion of teaching practice—and we normally visit about four different institutions each year.

So far, the students have been modern language graduates, so we have normally based our approach on the language equipment of an institution, and moved onwards from that point to look more generally at the colleges concerned. The students' response has been extremely welcoming. Clearly they see it is in their own interest to inform prospective teachers about what they are attempting to do.

The students also receive a hand-out, laying out the fundamental issues involved in advising pupils and listing a wide variety of public and responsible choices. They can take this away with them as a mini-reference book, available as a reminder when the difficulty first crops up in school.

The value of actual visits might be queried. It would obviously be less time-consuming simply to talk about these issues. I feel, however, that a planned sequence of visits catches the students' imaginations in a way which talk would not.

It is one thing to describe new courses in polytechnics, another to discuss with a lecturer the practical and pastoral difficulties of arranging for work experience in German firms. It is one thing to say that FE responsible to walk through a college whose architecture reflects a series of attempts to react to assorted local requirements and be told that the block over there housed the department of building, recently closed to exist as an independent entity because of the recession in the building trade. It is one

thing to discuss in abstract the difficulties of 16-year-old leavers, another to meet them cheerfully making confectionery in the catering department.

These examples suggest that the pay-off from visits of this sort can not be measured only in terms of bits of information absorbed by the students; that will in any case fade and decay. More important is the acquisition of sympathy for people working outside the conventional school sector, and an awareness that different styles of teaching and learning exist. For example, a typical FE college, subject-centred, its curriculum determined primarily by the requirements of industry and its students, and with vestigial interest in pastoral care, questions at almost every point presuppositions about the educational process which underlie the typical postgraduate certificate course. One hopes that this sort of insight will enable secondary school teachers to judge more rationally whether a particular pupil would be well advised to "do his A levels at the tech", rather than seeing this possibility merely as a threat to pouch on traditional secondary school preserves.

Less ambitiously, a few more teachers should have a few more facts. As one student remarked on the steps of the polytechnic "I thought you could get in with five 0 levels".

FORUM is for people on the shop floor of education to discuss practical approaches to the job.



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## Where every prospectus displeases

Mog Ball  
samples a new guide for  
prospective students

A long time ago my headmaster rummaged for a book on his desk and gave it to me, saying: "Why don't you read this—it's about a very exciting place. Just the sort of place I would have enjoyed."

The book, *A New University*, by W. B. Gallie, was about Keele. Since I had heard of only three universities, Oxford, Cambridge and Reading (I think Vice-Chancellor Wolfenden was reporting on vice at the time), an account which actually gave the feel of a campus, written by an enthusiastic pioneer, was more than just a 25 per cent improvement on the state of my knowledge. It was bound to influence my choice of university.

The head shook hands at the end of the summer term with that look of vicarious fulfilment which 22 fathers direct towards the Wembley pitch on Cup final night.

Of such stuff are choices made. Nowadays, perhaps, I might have looked at *Which University?* (Cornmarket Press), or the *Handbook of Polytechnic Courses*, published by the Directors of Polytechnics. And I would have sent for the UCCA booklet. At least I would have learned a few more names, and I would have found out exactly where the courses I was interested in were available.

But though academic choice is the first consideration for most prospective students, there is still a wide range. What effects that? Personal contact, whether with brother, sister or friend who is a student, with a teacher, or with a book like Professor Gallie's has a profound influence on what sixth-formers write down on their clearing house forms. And once five preferences have been listed there, the decision is out of their hands.

In an attempt to fill the gaps in this arbitrary process, Vicky Payne and Vivien Lipschitz have produced *The Alternative Prospectus of Universities and Polytechnics*. This book covers every degree awarding educational institution in the British Isles, and by commenting on all of them, tries for the first time to submit polys for choice alongside universities, instead of as second best.

Their book is a mixture of the factual and impressionistic, and has just the personal approach which seems to be missing from all the lists and charts. Following up a questionnaire distributed through students' unions, they visited every university and poly themselves, and their catalogue is well laced with the "feel" of places, their lay-out and appeal.

Starting with a description of the town, or nearest town, and its facilities, and thus showing an interesting priority, the book goes on to look at the architecture and convenience of the institution itself. Vicky Payne soon learned to sense what it would feel like to be a student in each place. Each had unique qualities, the institutions did not merge into one.

It is this individuality which comes through in the lively notes, and makes it possible to read the book right through. Ideally prospective students would read about every place they might possibly go to, and find out, too, where the gaps are in higher education.

Clearly some of the gaps are being filled by the polys, which are offering new and socially relevant courses. But this book makes it clear that they are often poorly provided with student amenities and that social life can be rather barren.

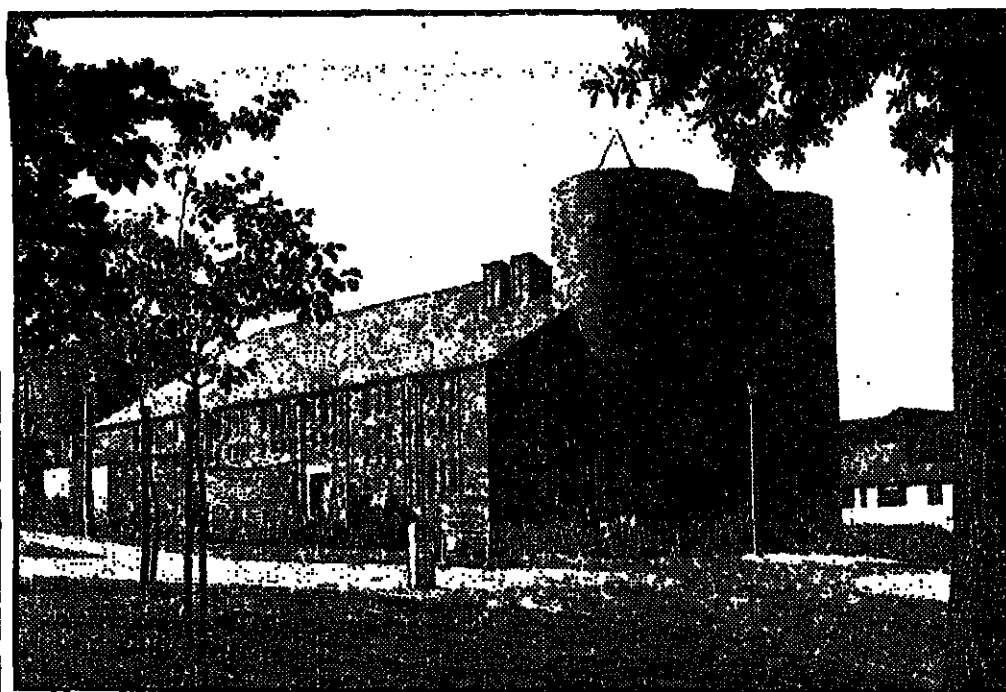
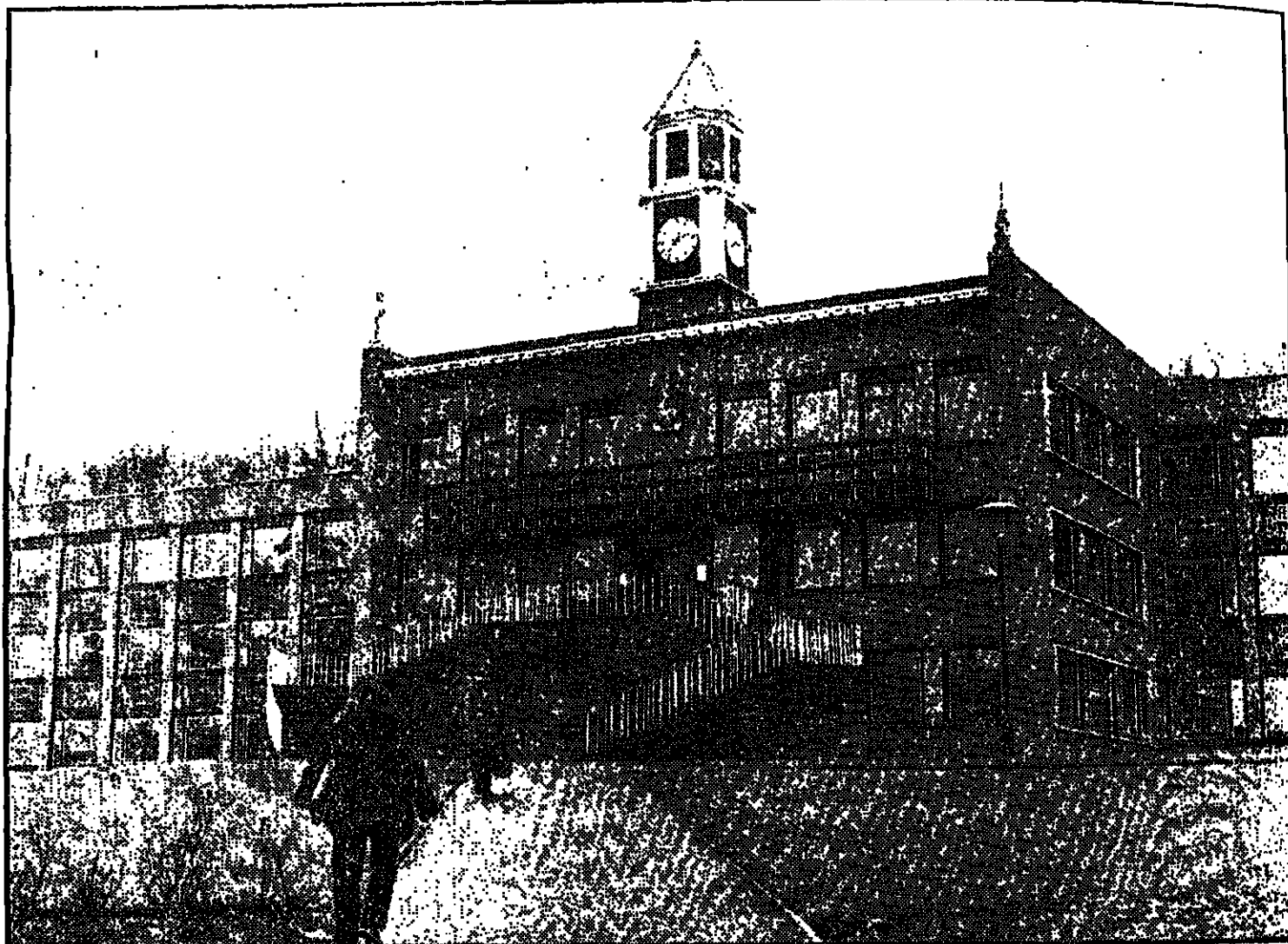
On the other hand the authors found that lack of comforts in many polys was made up for by the dynamism of the students. Are these two connected? Does the residential cushioning of a campus induce the apathy which is the chief moan in every student union?

The description of Keele sounded familiar. There is a run-down of prices of lodgings and meals which I don't remember knowing about: a sign of the times, though it seems that cost is still less important to the student in residence. There is information about health and counselling, abortion and family planning clinics. These are within reach of every university and poly. That is a change.

The inclusion of this information at least suggests to newcomers that there will be other problems besides examinations while they are students. It is a time of new freedom and rapid personal growth. I don't think anybody warned me about that.

In the hope that other people had based their choice more rationally, I went back to Keele and talked to some first-year students. "Why did you choose this university?" "Choose! School does all that for you, especially the headmaster." There had been some considerations: places that had a reputation for the subjects they were strong in at A level came first. But they did not think school staff had been well-informed about what was available.

Though *The Alternative Prospectus* avoids too much concentration on the academic, it does mention courses with good reputations. It never mentions individual academics,



Keele University:

described

in *The Alternative Prospectus*

as 'a hotch-potch

of architectural styles, ranging

from Nissen huts

through grey brick to glass

and concrete,

which reflects the growth of

the campus, but also

the failure to employ just

one architect.'

though it seems that the presence of a well-known academic does influence the advice teachers give. This, perhaps, is not a useful influence, since the student and the famous may never cross paths.

But the reputation of individual departments seems to be a long-lived thing, and worth noting. Had the head or the careers teacher mentioned social life, the environment, the difficulties of living on a campus? It seemed not.

Two students had not been interviewed at Keele, they had been cleared there by the clearing house. Another, Willie, had been attracted by a newly started electronics course and by friendly treatment from the physics department at his interview.

Good relations with young members of staff and, in one case, with the professor, were making life more pleasant. They felt *The Alternative Prospectus* was wrong when it said: "Social interaction between staff and students is not the rule." Staff were often around in the union building, and talked to students. This was not exactly a change, I remembered. Staff always were around in the union, but mostly they talked to each other.

It was surprising how many students ended up in places where they had not been interviewed. UCCA often distributes students on A level results and nothing else. The number of interviews any one person can attend is limited. At my own interview I was so stricken with panic about catching the bus

to get the train to take me back to London that I did not observe much, and the place was completely unfamiliar on the first day of term.

Two of the three people who interviewed me had left by the time I started, and I only saw the other one once. And in the end, as Keele freshers pointed out, you are so relieved to get in somewhere, you don't really care too much what it looks like.

Well, maybe at first. But does not this centrifugal force which splatters students where it can, course willing, make some blunders? And when it does, what happens next? Vivien Lipschitz, co-author of *The Alternative Prospectus*, left the University of Essex, which sounds pretty unappetising from the book, transferring to Sussex, where she had to repeat her first year.

There are transfers, but they are not the norm, nor are they presented as a possibility to the new student. Maybe this accounts for the level of satisfaction with their institutions which Vicky Payne and Vivien Lipschitz found that students had. Though there were plenty of specific complaints, the general impression was that most students liked their places, were even proud of them, but might have chosen somewhere else if they had had the chance.

Their impression, and mine too, was that the rush during A levels and the uncertainty after them, meant that school-leavers were not able to make considered decisions about

higher education. *The Alternative Prospectus* will be invaluable, but nothing is better than a break between school and college. Older students gain more from their courses and they have time to select where they want to study.

Tony, who is working in our town, bore this out. At 21 he starts his course at the University of Sussex next term. He has carefully opted for a broader, coordinated course, chosen a campus, after visiting a few; decided finally on Sussex because it is nearer a town which attracts him, whereas other campuses seemed isolated. Tony, I feel, will have a good time.

As for the rest of us, who did not really make a choice—did it matter? The institution sucked us in, and we were contented to belong somewhere. Keele is not much different now: a bit larger, a bit tidier, just as isolated. Two lecturers on a bench by the lake are still having a conversation about "personal relationships". There is a relaxing air abroad.

I am not sorry I went there, but I do not quite know how it all came about. Maybe the prospective student who put Manchester at the top of his list because it had two foot-ball teams in the First Division (the put Liverpool second) was the only one who really knew what he was doing.

*The Alternative Prospectus of Universities and Polytechnics*, by Vicky Payne and Vivien Lipschitz, Wildwood House, £2.50.



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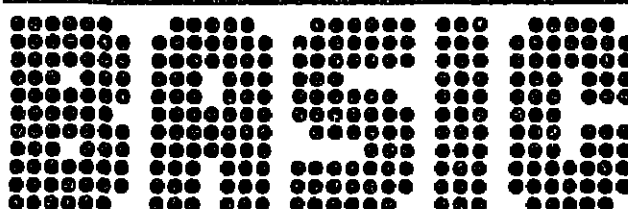












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## LITERATURE AND THOUGHT OF THE GREEK ARCHAIC AGE

Malcolm Schofield

*Early Greek Poetry and Philosophy.* By Hermann Fränkel. Translated by Moses Hadas and James Willis. Blackwell £11.25. 0 631 154507. Studies in Presocratic Philosophy. Volume II. The Eleatics and Pluralists. Edited by R. E. Allen and D. J. Furley. Routledge and Kegan Paul £7.95. 0 7100 7949 4

These two far volumes are each lavishly devoted to the attempt to bring significance from the fragments of Greek poetry and philosophy which survive to us from the period roughly 700-450 BC. Each contains a selection of work of tenacity, versatility and sheer imagination, founded on accomplished scholarship. Fränkel's book (beautifully produced by Blackwell) is translated from the German of *Dichtung und Philosophie*, originally published 25 years ago; Furley and Allen's carefully edited collection brings together essays of the last 50 years, two or three minor classics. Their appearance prompts some reflection on the state of our understanding of the literature and thought of the Greek archaic age.

There are at least three ways in which *Early Greek Poetry and Philosophy* may be read. In the first instance it constitutes an unusually perceptive and individual description of Greek literature (including philosophy) from Homer to Pindar. Fränkel aims to be comprehensive but not exhaustive; he orders the material with unfailing good sense, without imposing the system of a handbook. Except in chapters on Homer and Hesiod, much of the writing he discusses is quoted in workmanlike translations by Hadas and Willis, which often succeed in combining literal accuracy with a hint of the distinctive flavours of the original. So much is sound craftsmanship. What carries the book beyond this is Fränkel's responsiveness to the ethos of individual authors. He is a passionate advocate of Sappho; for Semonides he feels unconcealed contempt. Always he goes to what he takes to be the mainspring of an author's preoccupations, the hallmark of his style. Sometimes his aim seems still to have been astonishingly sure, as with Parmenides: sometimes less so, as with Heraclitus. But he triumphantly succeeds in communicating a sense

of the various attractions of this literature.

The book claims in its sub-title to be a history, with considerably less justification. Fränkel is quick to infer elements or changes in the Weltanschauung of the archaic Greek from literary evidence, where others would reflect on more immediate influences on the writer—the social context of his song, the conventions of his genre, even the specific poetic ideas which engage his attention. If Archilochus, unlike Homer, is direct and personal, that need not (as Dover has shown) signify the dawn of a new age, but perhaps an old oral tradition of lyric poetry; nor need we discern in Semonides's crudely humorous representation of women as various sorts of beast the onset of bourgeois values, particularly when we reflect with Lloyd-Jones on the popularity of beast fables in Greece and other traditional societies. And when the remains are so paltry, it is folly to ascribe the lack of poetry from the mid-sixth century to a crisis in the role of the poet in society. In short, Fränkel has a deficient grasp of the canons of historical evidence, and a limited sense of the multiplicity of possible historical explanations.

His most ambitious project in the book is damaged but not destroyed by these faults. He aimed to do nothing less than specify the general presuppositions, thought patterns and features of style which are characteristic of the Greek archaic mind. In the text of the book there is a constant flow of arresting and suggestive remarks on these themes, arising from analysis of particular fragments; in an index he attempts something more systematic—thus section four, 'Early Greek thought', has seven sub-sections, devoted to dimensions of thought, myth, the miraculous, scientific thought, classification, the notion of forces and thinking in opposites. Fränkel's method remained impressionistic; and he hardly began to face the question how one is to distinguish characteristically archaic ways of talking or thinking from individual or conventional idiosyncrasies. But the project opens up a range of fascinating problems which are still too little explored by students either of ancient philosophy or (I speak as an observer) of Greek literature.

The first half of Furley and Allen's second volume is concerned with Parmenides and Zeno, the two most important pre-Socratic philosophers, and with the pluralist Anaxagoras, Empedocles and Democritus. The first half is of strikingly high quality than the second, including two excellent philosophical essays on Parmenides and Zeno by G. E. Owen. Fine discussions of both his own distinctive manner of thought, and an impressive array of patient analytical studies of individual Zenonian texts by George Vlastos. Why the disparity? A question no doubt admits of a simple answer. Part of the reason is surely that the two Eleatics are simply richer and more exciting thinkers, better able to stimulate powerful interpretive work than the pluralists. And perhaps part of the reason is that the two Eleatics are more penetrating and suggestive analysts within the confines of a article than do the more dogmatic fragments and testimonies of pluralist philosophers. Or is it only the rigour of analysis applied in these articles to Anaxagoras and the others which is doomed to be relatively disappointing? Their typical method of reconstruction of system, the method to frame elaborate hypotheses with which the textual evidence is then more or less meshed. These constructions, particularly in the case of Anaxagoras, are invariably ingenious and elegant. They do indeed represent some of the best work of a generation. Yet it is unclear what value of success they are supposed to achieve; and none of the learned acute pieces reprinted is generally believed to have settled very much.

Here is one area where it might be more profitable to adopt a more approach closer to Fränkel's, physical systems of Anaxagoras, Empedocles and Democritus may be more or less irreconcilable; but in the case of the first two, at least, we possess fragments enough to enable us to begin to assess the manner of thinking, the canon of rationality revealed in the text of their writing. The French Jean Bollack has in the last decade made a study of the fragments in respect to the wayward, attempt to follow Empedocles's style. It is time English speaking scholars tried their hand at something different.

## THE CULTURAL IDENTITY OF NEW ENGLAND

H. C. Dent

*The School Upon a Hill: Education and Society in Colonial New England.* By James Axtell. Yale University Press £7.50. 0 300 01723 5

*A History of Colonial Education, 1607-1776.* By Sheldon S. Cohen. John Wiley and Sons £4.75. 0 471 16421 6. Paperback £2.10. 0 471 16423 4

*The Superschool and the Superstate: American Education in the Twentieth Century, 1918-1970.* By Edgar B. Gurnbert and Joel H. Spring. John Wiley and Sons £4.75. 0 471 33335 2. Paperback £1.90. 0 471 33336 0

"The rebirth of the history of education", says Professor Axtell, "can be dated from 1960, when Bernard Bailyn . . . redefined the scope and nature of education", and challenged American historians to bring its history "into relation with a general understanding of the course of American development". He rejects, however, as too broad, and lacking the element of purpose, Bailyn's definition of education as "the entire process by which a culture transmits itself across the generations". He offers one more limited, but much more precise, "I have approached the past", he says, "with an idea of education as the self-conscious pursuit of certain intellectual, social, and moral ideals (which makes it normative) by any society (from the family to the nation) that wishes to preserve and transmit its distinctive character to future generations (which makes it conservative)".

Such an approach, reinforced by a declaration that he is "primarily interested in the socialization of New England children", rather implies that institutional education will not dominate Professor Axtell's pages. Actually, schools and colleges get only two chapters out of seven, and those are in the latter half of the book.

The previous 165 pages are mainly concerned with the home, which the emigrant community regarded as responsible for moulding the child in "the religious image of his Puritan ancestors". The process began at birth (if not before), and its principal instrument was the Church catechism, which every child must memorize. "Also many parents neglected, or could not cope with, this all-important duty. Reluctantly the Church had to take it over, and even to press grammar-school teachers into service as catechists." So lamentable was the family's performance in securing New England's religious foundations.

Some of the causes of parental neglect or incompetence are fascinatingly chronicled in this "Perdurable Milieu". In this, the exposer, with many an apt anecdote, such intimate family matters as conception, pregnancy, lying-in, breast-feeding, wet-nursing, swaddling clothes, and—sad to relate—the beatings, seemed necessary to reduce them to a proper state of "humility and tractableness". Choice of vocation—of a "calling"—was also the parents' prerogative, though interestingly the children often made the ultimate decision. Most went to apprenticeships, designed after the British pattern though shorter in time, and just as variously honoured or abused. "Only a 'select minority' (boys only) went to grammar school and university. How these few, in the detail which characterizes the book.

It is a book for the academic epicure. Profusely documented, largely from primary sources, it presents a vivid and detailed picture (possibly here and there a little over-detailed) of a society surviving as a cultural identity out of fashion, a cultural identity out of the ancestral traditions and the exigencies of a new and strange environment. Not the least interesting chapter is the last, which tells of the Indians, as friends or foes, taught the immigrant English.

The other two books are the first and fifth in a series of five covering the history of education in the United States. The intervening volumes (also published by Blackwell) are respectively *The Age of Education, 1776-1830*, *The Age of Education, 1830-1865*, *Common School, 1830-1865*, and *Community and Class in American Education, 1865-1918*. The series is aimed at university and college students, and if these two volumes are typical, is written in a quite simple and straightforward textbook style. It could serve usefully as an introduction for beginners, and those who wish to explore further each of these books (and presumably the others) contains an extensive bibliography.

## CORBIERE, MINOR POET

Kenneth MacGowan

*The Centenary Corbière.* By Val Warner. Carcanet New Press £3.80. 0 85 35 060 5. Paperback £1.90. 85635 61 3

Poetry has nearly as many fashions as clothes and nearly as many false orthodoxies as education. You have only to wait long enough for the despised to become the accepted. When I was a boy, nobody read Nerual and everybody read Musset. When I was a young schoolmaster it was the other way round. Now we read them both. It may be that in thirty years' time both will be no more than cannon fodder for obscure Ph.Ds.

With this in mind, I approach a book on Tristan Corbière with some hesitation. "Je renouvellerai de la poésie", says Corbière, "à l'usage de la France". Corbière is very much the American's French poet and most of the best criticism of him comes from the United States. This can hardly have been because the poet's father, Edouard, was known in his day as the French Fenimore Cooper. (Incidentally, Gustave Aimard had a better right to the title.) But Tristan Corbière's allusiveness, his curious mixture of "literary" influences and punning, witty and often exasperating colloquialism is very much something from the world of Pound and the young Eliot. He seems to me much more a precursor of the 1920s than of the 1970s.

The elements of his short life are so familiar as to be almost dull: unappetising as school, a leit motif of so much French literature of the last hundred years—"Jack", "Silbermann", "Les Thibault", "Sainte-Colombe" and all the rest. His family was substantial so the theme of poverty is missing. He had a deplorable taste in unfunny practical jokes (is there such a thing as a funny practical joke?). He was, in his mother's view, an ugly duckling. His health was poor; Boisdeffre calls him "un petit Breton torde de rhumatismes". But he is no part of France's Celtic

What, if any, is the importance of Corbière? Pierre de Boisdeffre again sums the matter up admirably: "Un sentiment étonnamment moderne de l'absurdité de vivre qu'on retrouvera plus tard chez Prévert et chez Michaux". A more distinguished progeny, if I may say so. He is, in fact, a precursor, a man born out of his time. I hesitate to write "before his time", since his sense (qualified inevitably by the blessed word "modern") of the absurdity of life and his sarcastic humour are incomparably less telling than La Fontaine's who is less frequently claimed by the moderns. In literature at least, the twentieth century is not necessarily the most important because we happen to live in it. We seem not to have recovered from the Victorian belief that poetry was primarily a moral force.

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twilight, the vast Breton legend, the slightly phoney youth of the Lari and Anatole le Braz. Sensuous mysticism plays no part in his verse. He has a keen sense of parody, sometimes in remarkable single lines and sometimes with great cruelty as in "L'Atelier" which should have been the end of Morge. He is one of literature's eccentrics but his eccentricities were often used as when he made exquisite miniature boats, only to trample them underfoot.

His literary ancestry is curious. Verlaine, who "discovered" him, compares him to Villon although he has very little of the overwhelming power of Villon and he could never have written a "Ballade des Pendus". But he also, and without his usual malice, borrowed from Musset and Baudelaire. "Épigramme", one of his few entirely satisfying poems, is a sort of adaptation of Villon to modern psychology. He has originality and swallowed nothing whole, adopting the dandyism of Baudelaire while rejecting the cult of "snobism". There are striking verbal coincidences but yet, as with Eliot, they are not plagiarisms. Context is all.

What seems to me the most deplorable side of Corbière's work is that he is the father of verbal automatism in French poetry which is so very different from spontaneity. This is perhaps still an unpopular view, but the tortuous ingenuity of so much of the verse written since the beginning of this century appears to me in direct enmity with the true meaning of poetry. There has been so much ugly poetry to read.

Val Warner's translations are extraordinarily clever. If the final test of good translation is the faithful reproduction of the original, there hers stand very high. It is not to much more verbal accuracy as the total transference of mood and tone.

But even this brilliance, does not persuade me that Tristan Corbière deserves so loving a book.

## TOWARDS A CHIMERICAL GOAL

Mary Warnock

*Phenomenology, Language and Sociology.* By Maurice Merleau-Ponty. Edited by John O'Neill. Heinemann Educational £5.50. 0 435 82666 2. Paperback. £2.90. 0 435 82667 0

A selection of essays by Merleau-Ponty on linguistic, philosophical, literary and sociological subjects would be a sensible book to publish, especially if it were edited with an introduction which set Merleau-Ponty in his place in European philosophy, and clarified some of the obscurities of his thought and language, and if it were furnished with an index of the main topics covered. Philosophers, and those interested in the history of ideas, might find such a book useful as a way into continental philosophy, and as an example of the kind of reflection on their own activities so characteristic of the French from Descartes onwards. An index would enable the student, however unfamiliar he found the subject-matter, to compare different discussions of the same topic, and to work towards the goal, albeit perhaps chimerical, of finding consistency in Merleau-Ponty's thought.

But, alas, the present volume does not satisfy these needs. The essays are there, it is true, and there is an extensive, though not complete, bibliography covering books in English, French, Italian, Spanish, Portuguese, Dutch and German. But there is no index; and there is an introduction of such obscurity as to send the reader, even if he is not a beginner, reeling to the text in search of elucidation of what is

supposed to be an exposition of it. Surely a set state of affairs. Merleau-Ponty is a difficult philosopher, and yet a close study of him is likely to be frustrating. He is not rigorous, he is repetitive and he borrows freely from the works of other philosophers and of scientists. Too often, moreover, his most complex passages and with nothing but a rhetorical platitude, in the twentieth century, one can be the Renaissance man, with insight into all the arts and sciences, renders him finally suspect. We know quite well that many of his examples, like Sartre's, come from works other than his own, and we therefore begin to feel a generalized doubt about how far he is stitching together bits drawn from other people.

But having said all this, one must also acknowledge that his concern is serious, and with the truly characteristic problem of philosophy, namely the relation between our language and our world, and the extent to which we construct for ourselves the world of perception and of art. His aim, which is in all the essays he discusses to expose a pre-linguistic world, is the aim of discovering how the world would be if we did not categorize it as we do. He seeks over and over again to show what it is we bring to experience; and he does not make the Cartesian mistake of supposing that "we" in this sense means our minds and not our bodies. This general concern puts him in the great line of philosophers from Kant to Wittgenstein and Strawson. It is therefore worth reading him. This book is more of a hindrance than a help to us in this task.

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Applications are invited for the above full-time post to commence as soon as possible. Candidates must have suitable academic and/or professional qualifications and some teaching experience.

Initial salary dependent upon good qualifications and experience within the Burnham Scale ranges: £3,279 to £4,478 plus, per annum, plus threshold payment. The post is pensionable under the college's own scheme.

Detailed applications, including a curriculum vitae and naming two referees, should be sent to:

The Dean,  
Anglo-European College of Chiropractic,  
Cavendish Road,  
Bournemouth, Hampshire BH1 1RA

South Devon Technical  
College, Torquay

Required 1st September, 1975:

### Lecturer I in General Science for Home Economics Courses

Excellent facilities and opportunity to develop special interests. Teacher-trained graduate preferred.

**SALARY SCALE:** £1,889 to £3,833 per annum, plus Threshold (under review). Entry point dependent upon qualifications and experience.

Details and application forms, returnable by 6th August, obtainable from the Principal.

## DEVON

## APPOINTMENT OF PRINCIPAL

Writal College of Art and Design and Adult Studies

This appointment is to a new post created by the amalgamation of the Laird School of Art and Crafts, Birkhead and the Wallace School of Art (1st present a Department of the Wallace College of Further Education) with effect from September, 1976.

The Authority proposes to make an appointment from 1st January, 1976. The Salary range is Group 3 Principal £7,974-£8,562.

Application forms and further particulars from the Director of Education, Municipal Offices, Cleveland Street, Birkhead L41 6NH. Closing date for applications 5th September, 1975.

## DUNCAN OF JORDANSTONE COLLEGE OF ART

### SENIOR LECTURESHIP

In the History and Theory of Design

Applications are invited for the above post in the School of Design from candidates with a special interest and knowledge of the History and Theory of Design.

The college has departments of Architecture, Town and Regional Planning, Drawing and Painting, Sculpture, Design (including Textiles, Illustration, Graphics, Ceramics, Photography and Jewellery and Interior Design), Home Economics and Institutional Management and Printing.

The appointment will be initially for a period of three years on the Senior Lecturer 'A' Scale (Salary £8,000-£7,718 per annum). With placing according to experience.

Further particulars regarding the post may be obtained from the Secretary, Duncan of Jordanstone College of Art, Perth Road, Dundee DD1 4HT, to whom application forms should be returned as soon as possible.

## COLLEGES OF FURTHER EDUCATION

continued

**MIDDLESEX COLLEGE**  
ST. MARY'S COLLEGE  
Strawberry Hill, Uxbridge,  
Middlesex. The Deputy  
Principal, Mr. J. H. H. H.  
and the Principal, Mr. J. H. H. H.  
are seeking applications for  
the post of Lecturer in  
Physics and Chemistry.

**NOTTINGHAMSHIRE  
COUNTY COUNCIL**  
EDUCATION DEPARTMENT  
15, QUEEN'S ROAD, NOTTINGHAM  
NG1 2JL. Applications are invited for the post of Lecturer in Physics and Chemistry.

**SURREY**  
EDUCATION COMMITTEE  
COUNCIL  
15, QUEEN'S ROAD, SURREY  
GU1 2JL. Applications are invited for the post of Lecturer in Physics and Chemistry.

**WILTSHIRE**  
COUNCIL  
15, QUEEN'S ROAD, WILTSHIRE  
SN1 2JL. Applications are invited for the post of Lecturer in Physics and Chemistry.

## Colleges and Departments of Art

**WILTSHIRE**  
COUNCIL  
15, QUEEN'S ROAD, WILTSHIRE  
SN1 2JL. Applications are invited for the post of Lecturer in Physics and Chemistry.

**WILTSHIRE**  
COUNCIL  
15, QUEEN'S ROAD, WILTSHIRE  
SN1 2JL. Applications are invited for the post of Lecturer in Physics and Chemistry.

## Polytechnics

## Heads of Department

**NOTTINGHAM**  
CENTRE FOR STUDIES IN  
EDUCATION  
15, QUEEN'S ROAD, NOTTINGHAM  
NG1 2JL. Applications are invited for the post of Lecturer in Physics and Chemistry.

## Other Appointments

**BRISTOL**  
THE POLYTECHNIC  
DEPARTMENT OF  
MODERN LANGUAGES  
15, QUEEN'S ROAD, BRISTOL  
BS1 2JL. Applications are invited for the post of Lecturer in Physics and Chemistry.

## Universities

**AUSTRALIA**  
UNIVERSITY OF  
NEWCASTLE  
New South Wales  
Applications are invited for the post of Lecturer in Physics and Chemistry.

**NOTTINGHAMSHIRE**  
COUNTY COUNCIL  
EDUCATION DEPARTMENT  
15, QUEEN'S ROAD, NOTTINGHAM  
NG1 2JL. Applications are invited for the post of Lecturer in Physics and Chemistry.

**SURREY**  
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GU1 2JL. Applications are invited for the post of Lecturer in Physics and Chemistry.

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**WILTSHIRE**  
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SN1 2JL. Applications are invited for the post of Lecturer in Physics and Chemistry.

## Polytechnics

## Heads of Department

**NOTTINGHAM**  
CENTRE FOR STUDIES IN  
EDUCATION  
15, QUEEN'S ROAD, NOTTINGHAM  
NG1 2JL. Applications are invited for the post of Lecturer in Physics and Chemistry.

## Other Appointments

**BRISTOL**  
THE POLYTECHNIC  
DEPARTMENT OF  
MODERN LANGUAGES  
15, QUEEN'S ROAD, BRISTOL  
BS1 2JL. Applications are invited for the post of Lecturer in Physics and Chemistry.

## UNIVERSITY APPOINTMENTS

**THE TIMES  
HIGHER EDUCATION  
SUPPLEMENT**  
The newspaper for higher education appointments. It contains details of all university appointments, including lectureships, senior research fellowships, and other posts. It is published weekly and is essential reading for those interested in higher education.

## Fellowships Studentships and Research Awards

**NEWCASTLE UPON TYNE**  
THE UNIVERSITY  
JUNIOR RESEARCH  
ASSOCIATE  
Applications are invited for the post of Junior Research Associate in the Department of Physics.

## Community Homes and Associated Institutions

**HEADSHIPS AND  
DEPUTY HEADSHIPS**  
Applications are invited for the posts of Headship and Deputy Headship in the Department of Education.

## Colleges of Education

**KENT**  
INNER HURON EDUCATION  
ADVISORY  
DARTFORD COLLEGE OF  
EDUCATION  
Applications are invited for the post of Lecturer in Education.

**LANCASHIRE**  
EDUCATION COMMITTEE  
15, QUEEN'S ROAD, LANCASHIRE  
LA1 2JL. Applications are invited for the post of Lecturer in Education.

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**LANCASHIRE**  
EDUCATION COMMITTEE  
15, QUEEN'S ROAD, LANCASHIRE  
LA1 2JL. Applications are invited for the post of Lecturer in Education.

## Liverpool

**NORTH-EAST LIVERPOOL TECHNICAL COLLEGE**  
MURHEAD AVENUE EAST, LIVERPOOL L11 1ES  
DEPARTMENT OF GENERAL STUDIES  
H.M. PRISON, LIVERPOOL

## A full-time teacher LECTURER I

Is required to assist in the programme of the Prison Education Department. Applicants should be qualified teachers with experience in Remedial/Adult/Further Education.

An energetic, resilient teacher is sought, who can perform both teaching and administrative duties as required in a challenging but interesting environment.

The person appointed will be directly responsible to the Education Officer of the Prison, and will be a member of the North-East Liverpool Technical College Staff in the Department of General Studies.

The appointment to take effect from 1st September, 1975.

## Community Homes and Associated Institutions

**HEADSHIPS AND  
DEPUTY HEADSHIPS**  
Applications are invited for the posts of Headship and Deputy Headship in the Department of Education.

**LANCASHIRE**  
EDUCATION COMMITTEE  
15, QUEEN'S ROAD, LANCASHIRE  
LA1 2JL. Applications are invited for the post of Lecturer in Education.

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EDUCATION COMMITTEE  
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## YOUTH AND COMMUNITY SERVICE

**DERBYSHIRE**  
EDUCATION COMMITTEE  
15, QUEEN'S ROAD, DERBYSHIRE  
DE1 2JL. Applications are invited for the post of Lecturer in Education.

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DE1 2JL. Applications are invited for the post of Lecturer in Education.

## LONDON BOROUGH OF REDBRIDGE

**Education Committee**  
**Youth Officer**  
Applications are invited from suitably qualified and experienced persons for the above post, which becomes vacant as from 1st September, 1975.

The successful candidate will be expected to liaise with both statutory and voluntary youth organisations, be responsible for the Duke of Edinburgh Award Scheme, and take an active part in in-service training.

Salary: Main Range of Youth Service Officers' Scale Points 9-13, £3,433-£3,943 (inclusive of London Weighting and Threshold (under review)). Essential car allowance and removal expenses in approved cases.

Further details and application form are obtainable from: Chief Education Officer, Education Office, 255/259 High Road, Ilford, Essex IG1 1NN.

## ROYAL COUNTY OF BERKSHIRE Youth and Community Service

The population of Berkshire is approximately 650,000 and includes urban areas in the East of the County including Slough, Reading, Maidenhead, Windsor, Wokingham, Woodley and the new town of Bracknell. West of Reading the Newbury District Council covers the more rural parts of the County.

The Youth and Community Service is a combination of Local Education Authority and Voluntary Organization provision. Applications are invited from suitably qualified persons to fill existing vacancies within a large team. On this occasion selected applicants will be invited to spend 48 hours in Berkshire from 28 July to 30 July, 1975, to gain an understanding of the opportunities that exist within the County and to decide which of the vacant posts they find attractive.

**Vacancies**  
1. Youth and Community Worker, Central Club, Reading. JNC Range III, £2,412-£2,745 plus Threshold payments £220.

2. Youth and Community Worker, Southcoast Youth Club, Reading. JNC Range III plus Threshold payments £220.

3. Detached Youth Worker, Reading. JNC Range II, £1,896-£2,493 plus Threshold payment £220.

4. Warden, Maidenhead Youth and Community Centre. JNC Range III, £2,412-£2,745 (salary being reconsidered) plus London Weighting £141 plus Threshold payment £220.

5. Deputy Warden, Maidenhead Youth and Community Centre. JNC Range III, £1,896-£2,493 plus London Weighting £141 plus Threshold payment £220.

6. Senior Youth Worker, Central Slough. JNC Range III, £2,881-£2,997 plus London Weighting plus Threshold payment £220.

7. Youth Worker, Brighthelm Boys' Club, Slough. JNC Range III, £2,412-£2,745 plus London Weighting £141 plus Threshold payment £220.

8. Detached Youth and Community Worker, Maidenhead. JNC Range III, £2,412-£2,745 plus London Weighting £141 plus Threshold payment £220.

Further details and application forms available from the Director of Education (YCS), Education Department, Kennet House, 80-82 King's Road, Reading RG1 3BL. Closing date for receipt of entries is 24th July, application at your earliest convenience will be appreciated.



## TORRENS COLLEGE OF ADVANCED EDUCATION ADELAIDE, SOUTH AUSTRALIA

Torrens College of Advanced Education is a multi-disciplinary College consisting of Schools of Art, General and Specialist Education and Liberal Studies. The College begins its move to a new campus later this year. It is the College in South Australia for courses in Special Education leading to the Awards of Graduate Diploma in Teaching and Diploma in Teaching.

### Special Education

A new course leading to the Award of Bachelor of Education (Special Education) is proposed for 1976, and eventually it is planned to offer a Master of Education (in Special Education) course.

Applications are invited for the position of:

### Principal Lecturer or Senior Lecturer

Responsibilities include forward planning, particularly for new courses, and for postgraduate students and research in Special Education.

Salaries are:  
Senior Lecturer in the range \$16,954-\$18,544  
Principal Lecturer \$17,483

Applications are also invited for the following positions:

### Lecturers, Assistant Lecturers and Tutors

In the areas of Communication Disorders, Curriculum Studies in Special Education, Mental Retardation, Pre-School Education or the Handicapped, and Remedial Education.

Salary Ranges:  
Tutor \$7,770-\$9,842  
Assistant Lecturer \$9,810-\$11,220  
Lecturer \$11,855-\$15,844  
Applicants should give details of academic qualifications, relevant experience, recent study and research, participation in professional studies, publications and teaching experience, as well as age, present position and salary and any other information considered pertinent.

Applications, with the names and addresses of three referees, should be addressed to:

The Academic Secretary,  
Torrens College of Advanced Education,  
32-34 West Beach Road,  
KEWSTON, SOUTH AUSTRALIA 5013  
to reach the College by August 22, 1975

## Darwin Community College School of Australian Linguistics

### Program Chairman (1 position)

### Senior Lecturer/Lecturer/ Assistant Lecturer (several positions)

The Australian Government has established the Darwin Community College to provide a wide range of post-secondary education for the rapidly expanding population of the Northern Territory. To assist in the development of bilingual education and the further study of Aboriginal languages a School of Australian Linguistics has been established within the Darwin Community College. This School has the main function of providing linguistic training for Aboriginals which will equip them to analyse and describe their own languages and to take part in the preparation of language teaching materials.

Due to ongoing teaching and research in the School in the town of Darwin, which is 100 km. south of Darwin.

**Duties:**  
The Program Chairman will be responsible for the overall planning, development and administration of the programs of the School.  
**Senior Lecturer/Lecturer/Assistant Lecturer:** The applicant will be responsible for instructing Aboriginals in the principles of linguistic analysis and assist in the development of courses for learning Aboriginal languages. At least one person will be required to be a consultant in the preparation of literacy materials for use in bilingual schools and also for adult literacy programs.

**Qualifications:**  
Qualifications and experience in linguistics should be clearly stated in the application. Appropriate qualifications and/or clearly stated experience should be indicated in the advertisement. The successful candidate will be required to have a good knowledge of the English language and a good knowledge of the Australian Aboriginal languages. The successful candidate will be required to have a good knowledge of the English language and a good knowledge of the Australian Aboriginal languages. The successful candidate will be required to have a good knowledge of the English language and a good knowledge of the Australian Aboriginal languages.

Applications should be sent to the Academic Secretary, Darwin Community College, P.O. Box 40146, DARWIN, N.T. 5792.

## YOUTH AND COMMUNITY SERVICE continued

### OXFORDSHIRE COUNTY COUNCIL

**YOUTH AND COMMUNITY SERVICE**  
The County Council is seeking applications for the post of **WATERLOO** in the area of the Waterloo and Community Centre.

The purpose of the post is to provide a full range of youth and community services for young people in the Waterloo area. The post holder will be responsible for the day-to-day running of the service and for the development of new initiatives. The post holder will also be responsible for the financial management of the service and for the recruitment and training of staff.

**Qualifications:** A degree or equivalent qualification in youth and community work, or a similar qualification, is essential. Experience in the field of youth and community work is also essential.

**Salary:** The salary for this post is £11,000 per annum, plus a pension of £1,500 per annum.

**Applications:** Applications should be sent to the Director of Youth and Community Services, Oxfordshire County Council, 100 High Street, Oxford OX1 1JH.

**Interview:** The successful candidate will be invited for an interview on 22nd August 1975.

**Further Information:** Further information can be obtained from the Director of Youth and Community Services, Oxfordshire County Council, 100 High Street, Oxford OX1 1JH.

**Closing Date:** Applications will be accepted until 22nd August 1975.

**Reference:** The successful candidate will be required to provide references.

**Notes:** The successful candidate will be required to provide references.

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## BAHAMAS SCHOOL COLLEGE

The College comprises of both a primary and secondary comprehensive school each with a staff of 100 students is established under the auspices of the Ministry of Education and Culture. The College is situated in Nassau, Bahamas. Applications are invited from qualified teachers for the following posts: **Primary School Teacher** and **Secondary School Teacher**. The successful candidate will be required to provide references.

**Qualifications:** A degree or equivalent qualification in education is essential. Experience in the field of education is also essential.

**Salary:** The salary for this post is £11,000 per annum, plus a pension of £1,500 per annum.

**Applications:** Applications should be sent to the Director of Education, Bahamas, P.O. Box 121, Nassau, Bahamas.

**Interview:** The successful candidate will be invited for an interview on 22nd August 1975.

**Further Information:** Further information can be obtained from the Director of Education, Bahamas, P.O. Box 121, Nassau, Bahamas.

**Closing Date:** Applications will be accepted until 22nd August 1975.

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## BOTSWANA TEACHERS OF MATHEMATICS AND SCIENCE

The Botswana Teachers of Mathematics and Science are seeking applications for the post of **Primary School Teacher** and **Secondary School Teacher**. The successful candidate will be required to provide references.

**Qualifications:** A degree or equivalent qualification in education is essential. Experience in the field of education is also essential.

**Salary:** The salary for this post is £11,000 per annum, plus a pension of £1,500 per annum.

**Applications:** Applications should be sent to the Director of Education, Botswana, P.O. Box 121, Gaborone, Botswana.

**Interview:** The successful candidate will be invited for an interview on 22nd August 1975.

**Further Information:** Further information can be obtained from the Director of Education, Botswana, P.O. Box 121, Gaborone, Botswana.

**Closing Date:** Applications will be accepted until 22nd August 1975.

**Reference:** The successful candidate will be required to provide references.

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## SWITZERLAND

The Swiss Teachers of Mathematics and Science are seeking applications for the post of **Primary School Teacher** and **Secondary School Teacher**. The successful candidate will be required to provide references.

**Qualifications:** A degree or equivalent qualification in education is essential. Experience in the field of education is also essential.

**Salary:** The salary for this post is £11,000 per annum, plus a pension of £1,500 per annum.

**Applications:** Applications should be sent to the Director of Education, Switzerland, P.O. Box 121, Bern, Switzerland.

**Interview:** The successful candidate will be invited for an interview on 22nd August 1975.

**Further Information:** Further information can be obtained from the Director of Education, Switzerland, P.O. Box 121, Bern, Switzerland.

**Closing Date:** Applications will be accepted until 22nd August 1975.

**Reference:** The successful candidate will be required to provide references.

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MINISTRY OF DEFENCE  
SERVICE CHILDREN'S  
EDUCATION AUTHORITY



PRIMARY AND MIDDLE SCHOOL  
VACANCIES  
1976  
ASSISTANT TEACHERS

Applications are invited from qualified assistant teachers, at present teaching in schools in the United Kingdom, for a number of vacancies in Service Children's Schools overseas in 1976. The majority of vacancies will be for September, 1976, although there may be some available earlier in the year.

Class-teacher vacancies are available throughout the Primary age range. Specialists are also required for Middle Schools who can offer the teaching of general subjects in addition to their specialism. They should have relevant and recent experience within the 9-13 years age range.

All applicants should be fully acquainted with modern primary teaching methods. Experience in open-plan and team-teaching situations will be advantageous.

NOTES: Salary will be in accordance with current Burnham Scales plus Inner London Allowance and a tax free Foreign Service Allowance (details will be supplied). Normal superannuation rights are safeguarded. Return passages are free. Accommodation is provided free or an allowance towards rent given. Initial engagement is for three years. Applicants should not be over the age of 47 years at commencement of appointment and should be currently resident in the United Kingdom.

Requests for application forms should be made on a postcard to:

SERVICE CHILDREN'S EDUCATION AUTHORITY,  
Teacher Appointments Section (Infant/Junior or Middle), IAE, Court Road, Eltham, LONDON SE9 5NR.

The British Council

King Abdul Aziz University,  
Jeddah, Saudi Arabia

Course team for a  
Programme of  
Communication Skills  
in English

THE PROJECT: The British Council has been asked to establish a Language Service Centre at King Abdul Aziz University to develop English Language Communication Skills for 320 First Year students in the Faculties of Medicine and Engineering. The programme will run initially for one year and will be carried out in association with various university departments in Britain and with the Council's English Teaching Division in London. It will require a wide range of expertise in the teaching of English for scientific and technical purposes, and will offer opportunities for the preparation of teaching materials.

THE POSTS: Applications are invited for the following: Specialist in Physical Science Education; Specialist Multi-Media Systems—To make tape recordings and video tapes; 7 Course Tutors in Technical Study Skills; Chief Engineer and Engineer to maintain TV, audio, video and language laboratory facilities; Visual Aids designer—to assist in preparation of teaching materials.

THE APPLICANTS: Candidates, men only, must be suitably qualified and experienced. Graduates, preferably with TEFL qualifications are required for posts 6-18. For certain Course Tutor posts experience in Mathematics or Science Education will be required.

SALARIES: Posts 6 and 11, £5,335-£6,064 pa. Posts 12-18 and 24-26, £4,969-£5,524 pa. All salaries are tax free.

Salaries may be increased for candidates with special qualifications and experience.

BENEFITS: Free furnished accommodation; overseas and children's allowances; passage-paid annual home leave; outfit and baggage allowances; travel costs. One-year contracts possibly renewable.

Please write, briefly stating qualifications and length of appropriate experience: quoting reference 75 AU 60-86 for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1V 2AA.

NEW ZEALAND

Catholic  
Secondary Schools  
(Marist Order)

Applications are invited from well-qualified and experienced teachers (preferably Catholics), of MATHEMATICS, SCIENCES, BUSINESS STUDIES, INDUSTRIAL ARTS, HISTORY, GEOGRAPHY, for Appointment to New Zealand Catholic Secondary Schools. APPLICANTS SHOULD PREFERABLY BE GRADUATES, WITH TRAINED TEACHER CERTIFICATE, AND RECENT TEACHING EXPERIENCE AT SECONDARY LEVEL IN RECOGNISED SCHOOLS.

Full details of conditions of service forwarded on application.

Payment according to State Salary Scale based on qualifications and experience. Examples of current rates are:—

Certificated Teachers B.A. or B.Sc. (1st or 2nd Hons.)	2nd year	4th year	7th year
	teaching	teaching	teaching
	\$4,615	\$5,135	\$6,087
	\$6,087	\$6,954	\$8,684

(Plus \$140 marriage allowance)  
(Pound Stg. equals NZ\$ 1.79 approx.)

Good opportunities for promotion.

Suitable applicants will be interviewed as early as possible.

For further information and application forms, please write to:

"N.Z. Marist Colleges"

C/- Provincial, 1 Kew Gardens Rd., Kew Gardens, Richmond, Surrey TW9 5HG

OVERSEAS

Are you interested in  
STUDENT  
ADMINISTRATION?  
Then earn over  
£10,600  
In the next two years  
TAX-FREE

As part of our important Saudi Arabian Defence Contract, we are responsible for the King Fahd Air Academy where Saudi Arabian cadet pilots receive their education and training.

We wish to recruit a Progress Controller, who will be responsible for programme planning, maintenance of flow charts and student records, and training data.

Applications are invited from men aged 25 to 50, who already possess at least three years' similar experience in an educational institution. They should preferably be qualified to at least HND/HNC level in either maths or statistics.

The successful candidate will receive free bachelor accommodation and messing, medical care and other facilities. We also offer frequent and generous travel-paid home leave, and the contract is renewable after 2 years.

Please apply with brief details of appropriate experience and qualifications, quoting Ref. No. 303/ TES or telephone Preston 634317.

The Personnel Officer (S.A.),  
Saudi Arabian Support Dept.,  
British Aircraft Corporation,  
Warren Aerodrome,  
Preston, PR4 1AX, Lancs.



TOWNSVILLE COLLEGE OF  
ADVANCED EDUCATION  
QUEENSLAND, AUSTRALIA

Applications for appointment to the position of

SENIOR LECTURER/LECTURER  
PHYSICAL EDUCATION

The appointee will be required to conduct courses in movement studies and creative dance for students undertaking a three year degree of teaching course for primary teaching. Depending upon special interests, the appointee may be required to participate in courses in other areas of Physical Education and Health.

QUALIFICATIONS: Appointee should have a University degree with specialist qualifications in Physical Education and successful teaching experience for a minimum period of time. Lecturing experience in teacher education programs would be an advantage.

SALARIES: Senior Lecturer: \$A15,954-\$A16,544 p.a. Lecturer 1: \$A 9,846-\$A12,846 p.a.

COMMENCEMENT OF DUTY: The successful applicant will be required to commence duty in September, 1976. If possible, otherwise in January, 1976.

APPLICATIONS: Closing a full Curriculum Vitae, a recent photograph, and the names of referees of three (3) referees should be forwarded to The Registrar, Townsville College of Advanced Education, P.O. Box 117, Mennville, Qld. 4814, Australia.

THE COMMONWEALTH SECRETARIAT (CFTC)

require a

SENIOR LECTURER/LECTURER IN  
PLANNING AND DEVELOPMENT

for a two year assignment at The Administrative College, Port Moresby, Papua, New Guinea

To plan, organise and supervise courses of training for public service staff in the planning and development of the country. The appointee will be required to develop and implement new planning policies at the village, district and national level; to secure a fairly heavy teaching load covering a range of subjects such as the general field of development studies, particularly Economic Development and Planning and to participate in the policy formulation and management of the College, under the direction of the Principal.

Candidates must have a degree (preferably at Honours level) in Economics, Economics, Management, Administration, Government, Politics, Sociology, Geography or other relevant subject. Preferably, should also have a further professional or academic qualification at tertiary level in the areas of Development Studies or Economic Planning. Direct working or research experience in a developing country in the field of Development Studies, either at village or central planning level is essential. It is highly desirable that appointee should have had experience of teaching adults.

His salary, independent allowance and gratuity negotiable in the range £7,000 to £12,500. A housing allowance (inflationary grant) and medical allowances also provided plus cost of shipment of personal effects. All emoluments free of local tax.

Application form and further details from Commonwealth Secretariat, 107, Marlborough House, Pall Mall, London, SW1Y 5LN. 101-930 241.

BOLTON  
METROPOLITAN BOROUGH

Applications are invited for the post of  
CAREERS OFFICER

to work in a team responsible for groups of schools within the Borough.

Applicants should be suitably qualified and professional hold the Diploma of Youth Employment Service Training Board. Applications will be welcome from students shortly completing a full-time course of training for the Careers Service.

Salary Scale A.P.2/3 £2,529/£3,282. Commencing salary according to qualifications and experience.

Application forms, obtainable from the Personnel Officer, Town Hall, Bolton, Should be returned by 21st July, 1975.

LEEDS CITY COUNCIL  
Department of Education

CAREERS

Senior Careers Officer (Further and Higher Education)

Senior Careers Officer

Salary Scale £2,286-£2,789

Applicants are invited to apply for the above posts from persons holding appropriate qualifications and who have had considerable experience in the organisation of leisure time programmes for young people and adults.

The post offers an opportunity to join a Division which has rapidly expanded its youth and adult provision and offers scope, responsibility and career prospects at senior level.

The salary scale is A.P.V. (C.3.004-£4,178) with placing according to experience and qualifications.

EDUCATION DEPARTMENT  
LIBRARIAN

Post No. RW/ED/SL 1  
Salary £2,286-£2,789, under National review

There is a post for a qualified School Librarian in Greenock Academy, which is a short-term school opened in 1964 with a roll of 700 pupils. The school has a modern well-equipped library and plans are under way to form a resource centre attached to this. The Librarian, in consultation with the teaching staff, will be responsible for the administration of the library and the book selection.

Salary scales under National Review.  
Further details and application forms may be obtained from the Assistant Director of Manpower Services, Regional Office, Cotton Street, Paisley PA1 1LJ.  
Completed application forms to be returned by July 28, 1975.  
R. M. D. McCulloch  
Physician at Manpower Services

KENT COUNTY COUNCIL

EDUCATION DEPARTMENT

DIVISIONAL  
CAREERS OFFICER  
Dover Division  
£4,239-£4,545

Vacancy due to retirement of present holder.

CAREERS OFFICERS

Various parts of Kent

To £3,702 (Newly qualified officers to £3,366 depending upon previous experience and qualifications).

Applicants should possess the Diploma of the Youth Employment Service Training Board or have equivalent experience.

Generous settling-in allowances in appropriate cases. Letter in first instance, with brief details of qualifications and experience to W. H. Petty, County Education Officer (ref. C 5), Springfield, Maidstone ME14 2LJ, by 1st August.

Placing Officer

£2,154-£2,418 (plus pay award agreed)

To work in the South Beds and Luton Area Careers Office assisting Careers Officers in providing occupational information to pupils and students. Duties include visiting employers to discuss employment, training and career prospects for those leaving school and college.

Generous removal and allied expenses.

Further particulars from Personnel Officer, County Hall, Bedford. Tel. Bedford (0234) 63222, ext. 107. Closing date July 30, 1975.

BEDFORDSHIRE  
COUNTY COUNCIL

Area Careers Officer  
(Industrial Liaison)

(£3,213-£3,432)

Required for North Bedfordshire. The successful applicant will be responsible to the Assistant County Careers Officer for the development and maintenance of a comprehensive service to employers and for the organisation and administration of the Area Careers Office and branches.

Executive Officer

(£2,838-£3,111)

Required to work in the County Careers Office and be responsible to the County Careers Officer for the efficient running of the administrative arrangements in the County. Of the duties outlined in the job description the most important are those concerned with the costing and control of expenditure, project planning and control, involvement in staff recruitment and training and the processing of committee papers. Previous administrative experience essential and applicants should preferably be qualified.

Application forms and further details from Personnel Officer, County Hall, Bedford. Tel. (0234) 63222 Ext. 107. Closing date 30th July, 1975.

BEDFORDSHIRE  
COUNTY COUNCIL

Cheshire

Assistant  
Director of  
Education  
(Buildings)  
£6,063-£6,609  
(under review)

Applications are invited for this important post in a large and still expanding authority.

The post carries responsibility for managing a building programme of an annual value of £1.2m. It will interest an energetic man or woman with plenty of initiative and self-reliance and for such a person it will offer considerable opportunities for personal satisfaction and an excellent preparation for promotion to even more responsible positions.

Teaching experience is desirable and administrative experience in a Local Education Authority essential.

For application forms and further particulars please send foolscap s.a.e. to:

Director of Education,  
Cheshire County Council,  
County Hall,  
Chester CH1 1BS.  
Closing date 31 July 1975

STRATHCLYDE  
REGIONAL COUNCIL

RENFREW Sub-Region

YOUTH AND COMMUNITY SERVICE  
ASSISTANT YOUTH AND  
COMMUNITY OFFICER  
(TRAINING)

Post No. RW/YC/16

Applications are invited for the above post from persons holding appropriate qualifications and who have had considerable experience in the organisation of leisure time programmes for young people and adults. The post offers an opportunity to join a Division which has rapidly expanded its youth and adult provision and offers scope, responsibility and career prospects at senior level.

The salary scale is A.P.V. (C.3.004-£4,178) with placing according to experience and qualifications.

EDUCATION DEPARTMENT  
LIBRARIAN

Post No. RW/ED/SL 1

Salary £2,286-£2,789, under National review

There is a post for a qualified School Librarian in Greenock Academy, which is a short-term school opened in 1964 with a roll of 700 pupils. The school has a modern well-equipped library and plans are under way to form a resource centre attached to this. The Librarian, in consultation with the teaching staff, will be responsible for the administration of the library and the book selection.

Salary scales under National Review.

Further details and application forms may be obtained from the Assistant Director of Manpower Services, Regional Office, Cotton Street, Paisley PA1 1LJ.

Completed application forms to be returned by July 28, 1975.

R. M. D. McCulloch  
Physician at Manpower Services

Technical  
Studies  
Teachers  
(Woodwork & Metalwork)  
Australian Capital  
Territory (Canberra)

Applications are invited from suitably qualified teachers of woodwork and/or metalwork for appointment by the Commonwealth Teaching Service to secondary schools in the Australian Capital Territory. Preference will be given to those able to teach technical drawing.

Teachers in the Commonwealth Teaching Service enjoy excellent career prospects, a stimulating educational environment and the opportunity to teach in a diversity of learning situations.

Applicants should, in addition to trade qualifications, have satisfactorily completed at least one year's full-time professional training in education.

Salary: A teacher with suitable trade qualifications plus a minimum of one year's full-time teaching experience would be paid between £4,000 p.a. and £4,500 p.a. and a fully qualified teacher with suitable trade qualifications would be paid between £4,500 p.a. and £5,000 p.a. (plus a housing allowance of £1,000 p.a. in the case of teachers with suitable trade qualifications).

Conditions: Normal Commonwealth Teaching Service conditions for leave, superannuation, etc., will apply. Passage to Australia will be arranged for successful applicants. On arrival teachers will be eligible for rental assistance.

Applications are invited from both men and women. Please write giving brief details of trade training, teaching qualifications and teaching experience to:

The Education Liaison Officer,  
Canberra House,  
Hillview Street,  
Strand, London WC2N 5RH

Application forms and further information will be forwarded to short-listed applicants and should be returned to the above address no later than 31st July, 1975.

AUSTRALIA







## County of Cleveland

### EDUCATION DEPARTMENT

#### Senior Educational Psychologist with the County Psychological Service

Southern Educational Psychologist Scale Points 21-25  
£4,551-£5,175 (under review) plus threshold—  
£229.68 per annum

Applications are invited from fully qualified and experienced psychologists for the post of Senior Educational Psychologist with the County Psychological Service. The person appointed will lead the West Cleveland team of four psychologists and three social workers based in recently completed purpose-built accommodation in the County area.

The post warrants an essential car allowance and in approved cases, financial assistance with household removal expenses will be available. In addition, temporary housing accommodation for married couples may be provided within the County area.

Application forms and further details are available from the County Education Officer, Education Office, Woodlands Road, Hildesborough, Cleveland TS1 3BN, to whom the completed form should be returned by 31st July, 1975.

## Mid Glamorgan

### COUNTY COUNCIL

### Education Department

#### EDUCATIONAL PSYCHOLOGIST

##### OGWR DISTRICT

Salary: £2,820-£4,707 p.a. (under review)  
Commencing salary may be above minimum of the scale.

Applicants must be graduates of an approved University with First or Second Class Honours or recognized equivalent Degree in Psychology acceptable to the Authority, who have successfully pursued a recognized postgraduate course in Educational Psychology and have had recognized full-time teaching experience. Graduates completing their courses in educational psychology by July 1975 will be considered.

Applications will also be considered from graduates who have not successfully pursued a recognized postgraduate course in Educational Psychology but are prepared to be seconded to such a course. Commencing salary for such applicants, if successful, will be £2,886 per annum.

The person appointed will work under the direction of the Senior Educational Psychologist who is responsible for this District.

NATIONAL CONDITIONS OF SERVICE  
Application forms, to be returned by July 27, 1975, and further details from the Director of Education, Mid Glamorgan County Council, County Hall, Cardiff.

## Educational Appointments

### Educational Psychologists

Required as soon as possible to join the staff of the Psychological Service which will consist of principal, two senior, three basic grade, one trainee and six specialist educational teachers.

#### 2 Educational Psychologists

(Soulbury B3-9 under review)

#### 1 Senior Educational Psychologist

(Soulbury B8-14 under review)

Applicants will be required to hold an honours degree in Psychology and to have had recognized postgraduate professional training and relevant teaching experience.

The aim is to extend a school-based service wherein the great majority of learning and behaviour problems are treated in the normal school setting and to provide a comprehensive consultative service to other educational, social and medical agencies.

There will be opportunities for appointed staff to pursue specialisms and to have area responsibilities.

Forms of application obtainable on receipt of a stamped addressed envelope from The Education Officer, 80 Huddersfield Road, Barnsley.

Closing date August 1, 1975.

For further information or requests to visit please contact —

The Principal Educational Psychologist, Child Guidance Centre, Atherton School's Grounds, Laine Lane, Barnsley, South Yorkshire.

**BARNSELY**

## Librarians

**ESSEX COUNTY COUNCIL**  
MID-ESSEX TECHNICAL COLLEGE  
Victoria Road, Chelmsford, Essex, CP1 3JF  
£2,820-£4,707 p.a. (under review) plus threshold—  
£229.68 per annum

Applications are invited from fully qualified and experienced librarians for the post of Senior Librarian. The person appointed will lead the West Essex team of four librarians and three social workers based in recently completed purpose-built accommodation in the County area.

The post warrants an essential car allowance and in approved cases, financial assistance with household removal expenses will be available. In addition, temporary housing accommodation for married couples may be provided within the County area.

Application forms and further details are available from the County Education Officer, Education Office, Woodlands Road, Hildesborough, Cleveland TS1 3BN, to whom the completed form should be returned by 31st July, 1975.

Application forms and further details are available from the County Education Officer, Education Office, Woodlands Road, Hildesborough, Cleveland TS1 3BN, to whom the completed form should be returned by 31st July, 1975.

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**OXFORDSHIRE**  
BURNTHORPE COLLEGE  
Applications are invited from men and women with suitable experience and qualifications for the post of Chief Technical Officer. The successful candidate will be responsible for the management of the technical department of the college. The post is a full-time position and the successful candidate will be required to work on a flexible basis. The salary is £3,393-£3,612 per annum, inclusive (Salary award awaited). Facilities will include a one court sports hall, four squash courts, a committee room and a bar and lounge area. The Manager will be responsible for the day-to-day running of the Centre, and for liaison with the education authorities. He should have had successful experience of sports hall management, and commitment to the employment of dual use facilities in the development of community recreation. Housing considered in appropriate cases. Hertsmer is a new district (population 83,000) situated in the Green Belt North of London and although largely rural in character, is only 20 minutes by train from St. Pancras. Application forms are available from the Personnel Officer, Council Offices, Elstree Way, Borehamwood, Herts. Telephone: 01-953 1844, Ext. 251. Closing date: 4th August, 1975.

**LONDON E.17**  
Y.M.C.A. NATIONAL COLLEGE  
TUTOR/ORGANIZER for In-Service Training.  
See Youth and Community Service.

**INSTRUCTORS** in sailing, canoeing, rowing, hill walking, cycling and archery required for season of long-term periods. Full-time or part-time. Salary £100-£150 p.a. plus expenses. Applications to: The Director of Education, Y.M.C.A. National College, 100, Tottenham Court Road, London W1P 0LP. Closing date: 31st July 1975.

**OUTDOOR SKIING INSTRUCTOR**  
Single, a teacher, qualified canoeing and skiing, capable of leading a group of 10-15 pupils. Must be an enthusiastic, with previous experience, and efficient. Pay negotiable according to qualifications from £2,000 to £3,000 p.a. plus expenses. To start between now and October. Please contact: The Director of Education, Y.M.C.A. National College, 100, Tottenham Court Road, London W1P 0LP. Closing date: 31st July 1975.

**MANCHESTER**  
THE UNIVERSITY  
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## English as a Foreign Language



## 62 Arts/Reviews

## TELEVISION

## COME BACK PETER

David Blewitt on the background to a horrifying documentary

It is probably true to say that for anyone convinced of the seriousness of television, the documentary has become the touchstone of its respectability and, hence, of its value. Certainly the regular slots like *Horizon*, *Middleweek*, *Man Alive* et al. tender the grim realities, in whatever form, with conscientious fervour, though the audience's experts chat, when in evidence, generally deteriorates into stilted homilies. I wonder, however, whether television critics apart, what percentage of the public is engaged by these visual documents of warning and woe. Do they touch the human heart longer than the telling? Or are they, for the viewer—what seems more likely—a form of immunisation from the nastiness beyond the front gate, a means of exorcising one's conscience in comfort?

It would be a pity if Yorkshire Television's documentary on runaway children, *Johnny Go Home*, to be screened on Tuesday, July 22 at 9.00 pm, were to endure such a fate. For Michael Deakin and John Willis—who, together with their production team, prefer henceforth to be known as "the producers"—have wrought a moving testament to the predicament of the vagrant child, a film whose appalling visions and fearsome implications disrupt the mind and harrow the heart so as to make indifference a crime. Readers of this journal should have no excuse for evading its screening. It should cause administrators wearing their systems and teachers racing, preoccupied around their particular anthills to pause in their industry in order to contemplate the tragedy of those children whom they, and the public at large, are not even aware are beyond the pale.

The programme owes its conception to a bizarre enough incident. One of the producers, returning home one night, came across two boys asleep on a pavement in an



## DANCE

## COLD BROWN LIGHT

Michael Church

Attending dance events at The Place, Euston, over a number of years, I have come to expect a certain technical proficiency which, though it is often lacking, is at least a sign of the dancer's commitment. One of these has to happen in the context of a contemporary modern dance, while the dancer's attitude to their art and their audience is a factor in the cold brown light of the stage. The dancer's attitude to their art and their audience is a factor in the cold brown light of the stage.

The occasion last Sunday was a final workshop evening presented by the school's third year students. The occasion occurred in a room, laden with a rather overgrown collection of furniture, and a large, ornate chandelier hanging from the ceiling.

alley off Soho. When asked why they had chosen to kip down there, one of them replied: "Me and my brother live here." Their relationship appeared unlikely, while their situation was unusual to say the least. It was learnt, subsequently, that their choice of sleeping quarters had been dictated by the warmth emanating from a nearby bakery.

The producers, impressed by the incident, decided to set a researcher to work in an attempt to harvest some facts about runaway children. Police figures for the end of 1973 suggested some 5,000 vagrant youngsters wandering around London's West End. The most recent figures, quoted by a Home Office sponsored Juvenile Homeless Research Unit at North London Polytechnic, talk of 25,000 runaways. The numbers have increased fivefold, therefore, in the 18 months it has taken to put together the programme. Home Office figures also reveal that about 17,000 runaways arrive at the metropolitan railway stations every year, presumably in pursuit of some imagined Eldorado imprinted upon their minds by the hard sell.

The children arrive mostly from Glasgow, North East England and Ireland. Their stays, like those of migrant birds, can be measured in months of varying misery. If they are not jailed and taken to Borstal, they are eventually returned home, where they may or may not be welcomed.

Police: We've got Jimmy here. Parents: You keep him.

The cycle recommences. Tommy, a Glaswegian lad whose (mis)fortunes the film details, was embarked upon his third runaway. Hidden from London tend to be short-term escapades; the West End, for them, less distant. However, like others on the run, if they seek shelter for the night, they will be lucky to find it in hostels, charitable houses or even in dosshouses.

Since being under 17, they are legally debared from the amenities of such institutions under the Children and Young Persons Act. Tommy, for example, slept on the platform of Euston station until, after a fortnight, the police arrested him for trespassing on railway property and sent him to Ashford Remand Centre. Many fall, unwittingly or resignedly into the hands of sexual predators. Who can guess at the price of bed and board? Available figures place 2,000 to 3,000 in various hostels. A large proportion live in squats, while 500 to 400 a night sleep on the streets. As the producers note: "Truly Dickensian statistics."

The runaways straddle the class structure. Annie, the girl in the film, is middle class and comes from Barnet; Tommy's parents might be described as upper working class—his father is a French policeman—and live in a suburban area with trees and grass; another runaway's father owned a Rolls-Royce, had given his



Above: Annie in her role as adolescent beggar. Below left: Tommy at Gleaves's hostel.

son a pony and could afford to hire a private detective to track down his errant offspring. The impossible dream is truly classless.

The first part of the film, "End of the line", deals fairly fully with the experiences of Annie and Tommy. In a sense, they typify the general experience of both sexes. Annie, at 16, has passed through 14 different educational institutions and has been a drug addict. Eighteen months ago she was a beggar. Since then she has been placed in a commune by council authorities where, it seems, she has, in her own words, "got her head together". She is currently taking "A" levels. Annie has survived. Tommy, however, "is of limited intelligence" so that his efforts to earn a living have included theft, assisting at a hot dog stall and being on the fringes of male prostitution. It was almost inevitable that, sooner or later, he would fall into the hands of a major predator like Roger Charles Augustine Gleaves.

Roger Gleaves, an ex-hostel groupie around London, whose avowed purpose was to take in, feed and provide for homeless boys. An admirable service, one might think. Closer inspection, revealed such corruption, violence and squalor as to blow the imagination. Consider the routine. The Bishop of Medway (alias Roger Gleaves) and Primate of all England (Old Catholic Church)

arrives at Euston station. He is dressed in a sort of ex-RAF uniform with gold flashes and medals, not unlike a Ruritanian air steward. One shoulder flash reads "Bishop" the other "Old Catholic Church Community Service".

He approaches likely lads with the offer of a bed. They accept—who wouldn't? When asked, they provide him with a name, probably false; in return they receive forged employment cards and, thus, a new identity and a new age. Next, they sign on at the Social Security who, in time, provide the "bishop" with a child, per week. With a floating population of about a hundred children in the hostel, it doesn't need Einstein to guess at the profits.

Pringle benefits for the "bishop" included the sexual services of the boys—some four a night—and the frissons of a room "that can only be described as a torture chamber".

Roger Gleaves's activities are Buñuel-like in their fusion of comedy and horror. The world of the runaways terrifies like the chimera-filled engravings of Gustave Doré, an impression made disturbingly real by the film's subtle deployment of new techniques. As an exercise, we took a number of quotations from Mayhew and Dickens and they could be part of the script. Ironically, the closure of the Gleaves hotels by the health authorities has resulted in more

children sleeping out on the pavements.

The producers imply causes and are honest enough to admit the culpability of the medium they work for. People's expectations can no longer be fulfilled in the same way they could some 20 years ago. After the house, the car, the fridge and the telly, what next? The Lamborghinis, the birds with the boobs in the Bacardi ad, "the real thing". And London, apparently, is where they are at. The critics of the school leaving age have merely frustrated the early attainment of such goals. Kids of spirit are bound to resent their legal confinement at schools which are either horrendous in themselves or which are unable to meet the demands of their disaffection. The disintegration of the family is another contributory factor and, though people may believe that, life with a compassionate welfare state obviates such a possibility. *Johnny Go Home* will prove them wrong.

Finally, the film is the first example of crime reporting by television, in the sense that a crime is passionately presented, the sentencing of the word is repeatedly deployed by visual images of hell, yet powerful economy. It is also mercifully free of experts and boring solutions. *Johnny Go Home* is a frightening and compelling statement upon the present social order.

## CHILDREN AND NEWS

The first current affairs series specifically for children began this week on BBC (July 17, 5.15 pm). *Newsround Extra* has sprung from *Newsround*, a seven-minute news bulletin which began experimentally about three years ago to test the assumption that children are just as interested in news as adults. The bulletins attracted record audiences.

The new series of six, 25-minute programmes will be introduced by the same presenter, John Craven, and will look in depth at some of the topics which have come up frequently on *Newsround*. The reports will be made for the series by some of the same reporters who work for adult current affairs programmes and will include exclusive material and interviews.

Last Thursday's programme was an up-to-the-minute report by Reginald Turnbull on the Soyuz-Apollo link-up, which included interviews with some of the cosmonauts. Next week's will look at the trade in animals for furs and pets and the next two will be reports from Bangladesh. These will be followed

by features on Britain's air rescue service and pop hysteria. Jill Roach, producer of the new series, said the programmes were aimed largely at 10-year-olds, though it was expected they would appeal to a large number of younger children and also to older viewers. The main difference in approach between these and their adult counterparts was in the choice of subject matter. For example, children would not be as interested in the economic situation as adults in the major preoccupation of the current affairs programme was present. In addition, more background knowledge of subjects was usually assumed in adult news features.

The aim of the two programmes on Bangladesh, the first of which will appear in a fortnight's time, was to give children an idea of what might be like to live in a country where famine was the norm. They would use specially filmed material in an attempt to explain some of the problems in depth. The picture which emerged was not entirely pessimistic, Miss Roach said. The programmes were

## MUSIC

## WHERE BE MIRACLES

Robin Maconie on the TES-sponsored National Festival of Music for Youth

There is nothing like a National Festival of Music for Youth for reminding one's faith in youth, in music and in the teaching of music. The events in Craydon of last night are surely a "Here be miracles". The playing of music is more than an art; it can be—and frequently is—a revelation of the spiritual. We have so much to learn from young musicians; not because they are young, but because they are old. Music is not a job, it is a goal; not a routine exercise, but a devotion. True art is not in the accomplishment, but in the suggestion of a higher ideal. Professionalism, whether in live performance or in recording, usually involves a sacrifice of the ideal, of a diminution of the experience. These players may not have the physical assurance and experience of their elders, but thanks to that, they know, and can make even the most cynical listener acknowledge, that they drive far better than you or I by no means a meaningless or thankless philosophy.

And so intensely felt and felt generates a charge of radiant intensity in its hearers. I did not forget the extraordinary range of fragile emotion conjured by Brighton Youth Orchestra's performance of Debussy's *Après-midi d'un Faune*. The end of the piece so perfectly evoked the tensed energies of the players that one seemed to be working as totally fresh and vital, as Debussy must have intended. Memorable in quite a different way was Beethoven's "Symphony" Overture, played by the West County Grammar School for Girls, an astonishing performance, and only for a school orchestra of such calibre.

With older players the tendency is not so much to adapt the repertoire to suit unusual instrumental combinations, as to seek out and recover a lost repertoire for just such combinations. In this I sense the guidance of teachers who are instrumental players themselves, certainly a sort of enterprise which ought to be encouraged, and which (by the way) the Open University music course is bound to stimulate. It led, for instance, to such further rarities as the Dux *Capriccio* for three flutes and piano, and the Requiem for three flutes and piano, chosen by the West County Cello Ensemble, which turned out to be a duo aria in late nineteenth century idiom with piano and third cello accompaniment, played with exemplary suavity by three talented senior girls cellists. And to Gordon Jacob's cinematically grand but admirably scored *Music for Strings*, played by the West County Cello Ensemble, which turned out to be a duo aria in late nineteenth century idiom with piano and third cello accompaniment, played with exemplary suavity by three talented senior girls cellists. And to Gordon Jacob's cinematically grand but admirably scored *Music for Strings*, played by the West County Cello Ensemble, which turned out to be a duo aria in late nineteenth century idiom with piano and third cello accompaniment, played with exemplary suavity by three talented senior girls cellists.

The Mid-Herts Chamber Orchestra, cello and orchestra with a string quartet, was not only superb in its playing but also in its presentation, but a coup de théâtre as the piece began with an ex-voto in canon by the two violins, before the conductor made a move. And it that was not enough, it was followed by an equally brilliant cadenza by two cellos, a half-harpichord. Only after all the full orchestra entered, did the conductor take charge. The playing is still a weakness. The orchestral sound, but this is a very superior string playing.

Early music made a dramatic appearance in the vaguely sinister, purple monastic habits of the versatile five-membered Vocal Arduity. Early Music Consort, who played very deftly from a repertoire of medieval and renaissance pieces on a selection of instruments including harp, lute, braccia and cornett as well as soprano recorder, treble recorder, violin and trombone. The last named played with a muted, pianissimo and yet with subtle nuance of expression. I could have imagined possible: another astonishing display of controlled virtuosity.

It is one of those ironies of a revolutionary upheaval that a change in values will put in question earlier values, however well intentioned. There was a clear division for instance, between the styles of orchestra conductors and the players. The difference was not in the quality of the playing, but in the attitude. The players were playing to win; the conductors were playing to please. The players were playing to win; the conductors were playing to please.

interpreted by a gifted player whose tone was neither dark nor abrasive, but gentle and luminous, more like a gamba, and perfectly in keeping with the piece and its period.

If the ensemble playing of a group was not always of this standard, there were usually in a classical item one or two soloists of remarkable quality, among them the breathtaking performance by a girl oboist from St Anne's Southampton in the Mozart oboe quartet K 370. On the other hand, the characteristically chalky roughness of much of the string sound, which one might be inclined to dismiss as a lack of smoothness and polish, often seemed entirely appropriate, as in Worthing Youth's performance of Mozart's Serenade for string quartet (two violins, viola and double bass) and string orchestra. Another imaginative choice. Or again, a similar lack of affectation in the Dwyer-Felin Seniors' impressive account of the first movement of Schubert's Great Symphony, more than once suggested emotional depths in this tragic composer which playing of professional sophistication would tend to gloss over.

The classics can also be adapted without diminishing them in spirit. The tiny children of Redlands County Primary School, playing Handel and Boyce on massed recorders, produced a music of seraphic composure. And St Cedd's Juniors' enchanting version of Haydn's "Toy Symphony" first movement, was a veritable paradise of budgerigars, with some smart toy drumming and a single young violin working wonders alongside a large body of recorders.

With older players the tendency is not so much to adapt the repertoire to suit unusual instrumental combinations, as to seek out and recover a lost repertoire for just such combinations. In this I sense the guidance of teachers who are instrumental players themselves, certainly a sort of enterprise which ought to be encouraged, and which (by the way) the Open University music course is bound to stimulate. It led, for instance, to such further rarities as the Dux *Capriccio* for three flutes and piano, and the Requiem for three flutes and piano, chosen by the West County Cello Ensemble, which turned out to be a duo aria in late nineteenth century idiom with piano and third cello accompaniment, played with exemplary suavity by three talented senior girls cellists. And to Gordon Jacob's cinematically grand but admirably scored *Music for Strings*, played by the West County Cello Ensemble, which turned out to be a duo aria in late nineteenth century idiom with piano and third cello accompaniment, played with exemplary suavity by three talented senior girls cellists.

The Mid-Herts Chamber Orchestra, cello and orchestra with a string quartet, was not only superb in its playing but also in its presentation, but a coup de théâtre as the piece began with an ex-voto in canon by the two violins, before the conductor made a move. And it that was not enough, it was followed by an equally brilliant cadenza by two cellos, a half-harpichord. Only after all the full orchestra entered, did the conductor take charge. The playing is still a weakness. The orchestral sound, but this is a very superior string playing.

Early music made a dramatic appearance in the vaguely sinister, purple monastic habits of the versatile five-membered Vocal Arduity. Early Music Consort, who played very deftly from a repertoire of medieval and renaissance pieces on a selection of instruments including harp, lute, braccia and cornett as well as soprano recorder, treble recorder, violin and trombone. The last named played with a muted, pianissimo and yet with subtle nuance of expression. I could have imagined possible: another astonishing display of controlled virtuosity.

It is one of those ironies of a revolutionary upheaval that a change in values will put in question earlier values, however well intentioned. There was a clear division for instance, between the styles of orchestra conductors and the players. The difference was not in the quality of the playing, but in the attitude. The players were playing to win; the conductors were playing to please. The players were playing to win; the conductors were playing to please.

perfection. It emerged most noticeably in the attitude to tuning of some ensembles. Poor tuning is poor listening, and poor listening is impoverished music, needless.

But a question mark also emerged time and again over the choice of repertoire, and for this the conductor could not entirely be blamed. This had to do, in an quite sure, with the decline in number, and noticeably in mood, of brass and dance band entries this year. The sparkle had gone from the jazz and swing groups this year. Their playing has become straight and very controlled, their mood turning inward, self-conscious. It is because this kind of music is basically for display, and with the rise of interest in all these other forms of music making, pure display no longer has the attraction, or offers the satisfaction it enjoyed even last year.

Brass band events can be very serious affairs, concerted wrestling over a competition hymn, and is bound to commend the heart-searching which must have preceded last weekend's choice of pieces: many of them difficult and new. But for the general air of despondency overshadowing the brass sections I can only guess, once again, that the lack of a more rewarding repertoire is to blame. With all due respect to those stalwart composers whose talents have been devoted to the production of exhibition tone poems, variations and suites, we have now reached a point where brass bands must break with the aesthetic of the nineteenth century and look for pieces that develop different skills, and deeper musical satisfactions.

A hint of a more up-to-date idiom and tougher musical rhetoric could be heard in the Debussian parallel harmonies of Peter Yorke's *Gullion's Roach*, played by Darlington School; in his letter, nor did I notice it in all the academic bickering that followed. Though I confess I did not waste much time on the subsequent letters. I was indeed beginning to distrust my memory when I was relieved some days later to hear London Broadcasting radio confirm Mr Miller's Rhodesian connexion as an initial cause of his trouble, and it was brought out, too, in extensive features on the polytechnic in London's *Evening News* and *Evening Standard*.

I wish myself that the newspapers could give us something a little more elevating than this continued fuss at the poly. There are problems and it was brought out, too, in extensive features on the polytechnic in London's *Evening News* and *Evening Standard*.

It was not only in these two categories that one became sharply aware of the spiritual poverty of much contemporary music written for special ensembles. Ichen College's Wind Quartet gave a superb, coolly authoritative performance of Malcolm Arnold's *Three Shanties*, pieces which are most interesting in the brief moments in which they are not trying to be funny, but to make some effects. The considerable talents of Swindon's Senior Orchestra were frankly wasted on empty extravaganzas, by Arnold again, and Phyllis Tate.

Musical quality and value is not incompatible with good humour, when all is said and done. The Ashtonian Brass played "The Machines" with flair and zest. The Woodfall Junior Orchestra, playing with the authority of real professionals, yet avoided the uptightness that often affects the studious to give a charming account of a Czech Dance by Smetana. There can be few sonorous and soothing to the ear as a brass band, and few performances as delightfully fluid in movement to the eye as the Anglo Caribana and Elmwood Steel Bands; big, gruff instruments, but beautifully blended, and put together—perhaps because of the physical flow of the playing—some of the most intricate rhythms of the centre weekend.

## 63 Arts/Reviews/Media



## BUCKLEY

It seemed ironic to me that Lord Annan's letter to *The Times* about the travails of poor Mr Terence Miller at the North London Polytechnic should have appeared on the day when that newspaper was reporting the memorial service for Sir Walter Adams. For, as I remember it, Sir Walter, too, had his troubles when he was director of the London School of Economics.

Moreover I had always thought of both men as being victims of the same unjustified spite for precisely the same reason. For both had returned to Britain from Rhodesia University and, of course, for some of our more liberal students, if that is not too polite a term for the individuals concerned, just to have been a white man in Africa puts you beyond the pale. I had therefore always associated the two men in my mind and indeed I noticed in *The Times*, as I had expected to do, that Mr Miller had attended the service.

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The Kent County Youth Orchestra, under its conductor Béla de Csillery, performed a varied and taxing programme at the National Festival of Music for Youth Festival Concert last Saturday. The Hungarian horn player, Tamás Vassáry, who now lives in this country, was the soloist in Rachmaninov's second Piano Concerto.

This orchestra, founded in 1963, is undoubtedly one of our finest county orchestras. They have performed in West Berlin in a Herbert von Karajan Festival and elsewhere and this year they will be performing in the Flanders Festival in Belgium.

The concert opened with the *Carnaval Romain Overture* by Berlioz, an ebullient piece demanding dash and impetus. Perhaps their performance could be criticized for being slightly over cautious. Nevertheless, there was up denying the wonderful sheen of sound created by the strings and the concerted attack of the brass. Many of the solos taken by the woodwind were gloriously full-throated, too.

The Rachmaninov concerto poses

Anthony Friese-Greene

## SANYO PRIZES

Outstanding performers at last weekend's Festival of Music for Youth will be invited to participate in the TES Schools Prom at the Royal Albert Hall on November 4. Each of the selected groups will receive a portable stereo music centre

Norman St John-Stevens. But I reckon he could have written the report in his sleep. For, *mutatis mutandis*, he must have reported somebody saying something like that about every Education Minister, Labour or Tory, way back to Florence Horsburgh.

There is, too, all that scare-mongering about teachers and a shortage of jobs. A thumblinal cartoon by "Holland" in *The Sunday Telegraph* summed it up. Two parents had come to the school, their young hopeful with them. They had obviously hoped for advice about their future. They were, however, looking nonplussed. The headmaster was explaining: "I'm afraid we've had to make our careers master redundant," he was telling them.

There are, however, those who are rising to the challenge of the times. Not for the first time we read in the *Daily Mail* that Eton is girding up its loins to ease the economic pinch. It plans, it seems, to open its doors to paying guests in a summer scheme that should not be too polite a term for the individuals concerned, just to have been a white man in Africa puts you beyond the pale. I had therefore always associated the two men in my mind and indeed I noticed in *The Times*, as I had expected to do, that Mr Miller had attended the service.

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